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ABSTRACT

This curriculum guide for first-grade teachers contains values-based classroom lessons which are designed to assist students in the development of a positive self-concept, rational thinking processes, and a personal and societal value system. Teaching techniques include puppet shows, story telling, class discussion, use of filmstrips, and role playing. Lessons provided include the following: Who Am I, Looks and Feelings, Asking Permission, Misunderstanding, Borrowing, Truthfulness, Responsibility, Honesty, Cleanliness, and Respect for Power. Each unit outline provides purpose, concepts, affective objectives, class activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. In many cases the classroom stories are included. The appendices contain procedures for role playing and group discussion, basic puppet instructions and patterns, and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

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LEVEL 1

PATTERN OF HEALTHFUL LIVING: ME AND MY FEELINGS

SP 004 905

Harris County Department of Education
Office of County School Superintendent

PATTERN

OF

HEALTHFUL LIVING

A Values Curriculum

(Second Revision)

ME AND MY FEELINGS

LEVEL ONE

Margaret Evans

HARRIS COUNTY DEPARTMENT OF EDUCATION
Office of County School Superintendent
Carroll Teague - Superintendent
1975

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PROGRESS AND CAUTION

The Pattern of Healthful Living Project was a curriculum development effort funded by the Texas Commission on Alcoholism. The guides were written, subjected to two pilotings and carefully evaluated for content, grade appropriateness, and pupil effectiveness.

Because this is a values based curriculum attempting to effect attitude and behavioral changes in pupils regarding decisions important to youth, the Pattern of Healthful Living staff does not recommend the use of these guides without the requisite teacher preparation. Affective teaching skills and attitudes are imperative if the results the project obtained from piloting can be expected from others who use the material.

The staff recommends these materials not be used daily, but rather spaced to cover a semester of time. Materials are available for grades kindergarten through eight.

The focusing goal of a values-based curriculum is the development in children of a positive self-image. This will set the pattern for utilization of decision making processes which are necessary in a democratic society. If this is kept in mind and teachers are properly trained, we will have taken one further step in humanizing education.

Shirley E. Rose, Ed.D
Project Coordinator

TABLE OF CONTENTS

PREFACE.....xi
RATIONALE.....xv
DIRECTIONS TO TEACHER.....xvii

BEAUTY #1.....1
BEAUTY #2.....7
HELPFULNESS.....9
APPRECIATION OF SELF.....11
WHO AM I.....13
IF I WERE.....15
HOW I AM DIFFERENT.....17
LOOKS AND FEELINGS.....21
MISUNDERSTANDING.....23
ASKING PERMISSION.....25
RESPONSIBILITY.....28
BORROWING.....30
TRUTHFULNESS.....32
HONESTY.....34
FAIRNESS.....38
CLEANLINESS.....40
RESPECT FOR PROPERTY.....42
APPENDIX I.
ROLE PLAYING PROCEDURES.....47
GROUP DISCUSSION PROCEDURES.....52

APPENDIX II

Patterns

APPENDIX III

Instructional Media Source

PREFACE

Rationale

Harris County Department of Education conceptualized "Patterns of Healthful Living" curriculum design under the following premises:

1. Belief in the supreme worth and individuality of each pupil.

2. Belief that each person should be aided by educational institutions in attaining his potential as a human being.

3. Belief that each person should be aided by educational institutions for effective participation in a democratic society.

4. Belief that each person can become the person he wants to be and function more effectively in a free society if he is helped to develop a personal rational value system.

5. Belief that one of the important functions of a school in a free society is to help pupils develop and clarify a personal belief system.

6. Belief in a value-based education program as the effective means of assisting pupils into becoming a "rational thinking," "self-actualizing" individual.

Goals

The following broad goals were identified in order to facilitate the ultimate aim of the program as outlined in the proposal to the Texas Commission on Alcoholism: "The ultimate aim will be to have an ongoing program which can be offered to organizations throughout the state, a program which produces individuals with the ability to make responsible judgments on their lifestyle."

The program attempted the following:

1. Assist pupils in the development of a more positive self-concept which helps individuals achieve a more rewarding, enriched life.

2. Assist pupils in the development of rational thinking processes necessary to effective functioning in a free society.

3. Assist in the development and refinement of inter and intra personal skills necessary for individual and group effectiveness.

4. Assist in helping the child understand the values of the society in which he lives and participate effectively in that society.

5. Assist in development of a personal and societal value system, which involves:

   A. Understanding how a value system evolves.
   B. Appreciation of value systems operating in a multi-ethnic society.
   C. Experiences in examination of values both personal and societal.
   D. Experiences in resolution of value conflict and value clarification both personal and societal.

ME AND MY FEELINGS

RATIONALE

The child will share many experiences with other children and teachers this year. It is hoped that these personal experiences will foster in each a growing understanding, respect, and love for themselves and for each other. The self concept of the child is most important if he is to be a happy person who is able to love and accept love. If the child feels good about himself, his success as a person, who is able to cope with the many situations of life, is assured.

The lessons have been planned to develop within the child a valuing process. Hopefully this process will help him make decisions in the many choices he is confronted with each day. It is important for a child to express his thoughts in various situations and to listen to others express their ideas, even when they are in conflict with his own. After hearing many ideas he will be better equipped to evaluate and develop his own set of values.

Developing values is not something that will be accomplished in a week, a month or a year. This is a life long process which requires constant examination and utilization of intelligent thinking processes. No person can give another a set of values; each must develop his own. The teacher is in a unique role of being able to help students clarify their values. This curriculum guide is only a beginning to help the child continue the process of developing his own set of values.

DIRECTIONS TO TEACHERS

The time devoted to a lesson should not exceed twenty or twenty-five minutes unless you feel the students will benefit by extending the time. If, at any time, you feel the attention of the group is waning, you should then summarize and terminate the lesson. Some lessons will be more effective if spread over two or more days; this may vary according to your class.

Before beginning the lesson be sure you have checked materials needed and have everything ready for use. Being well prepared is one factor toward a successful lesson.

The lessons begin with the appreciation of self. A child who learns to accept and appreciate himself will be in a much better position to accept and love others and the world around him. As the lessons proceed, he discovers emotions are normal for everyone and they are not something to be suppressed, ashamed of, or afraid of. These and many everyday experiences are realistic and the student is encouraged to talk about them freely and instructed in ways to deal with them effectively.

The teacher should act as a guide during the discussion period and should avoid giving his opinion. The student should be encouraged to express his feelings without fear

of teacher disapproval. There are no right or wrong answers. This type of discussion should be enjoyed by the student because anything he says is accepted. The questions were carefully planned using teaching strategies that begin with the lowest level of thinking, recalling facts, and proceeding through making and explaining inferences about feelings, to making generalizations about people and their feeling. While asking open ended questions in a discussion, the teacher can learn much about the feelings of each individual. This is invaluable in working with the student.

The main objective of the teacher through the use of this guide should be to assist the student in developing a good self-image, and to become a better decision-maker after having examined alternate behavior and consequences.

Margaret Evans

UNIT I

LESSON 1 - BEAUTY #1 (This lesson will take two days to develop completely.)

Purpose:

To emphasize that things in the Universe are beautiful, but man is the most beautiful of all.

Concepts:

Beauty

Prerequisites:

None

Terminal Objective:

Pupil will demonstrate his understanding of beauty by drawing a picture representing his concept of beauty.

Enabling Objectives:

1. Pupil will verbally explain how each character in the story represented beauty.

2. Verbally each pupil will decide which element in the story is the most beautiful and support his choice with two reasons.

Materials:

1. Puppets (See appendix for patterns)
2. Puppet stage and scenery (Optional)
3. Paper, pencils, crayons
4. Prepare bulletin board with caption "Beautiful Things" display pictures children drew.
5. Record Everything is Beautiful
6. Tape #1 of Skippy and Ernie Dialogue
7. Cassette recorder

Learning Experiences

1. Introduce the two puppets Ernie and Skippy.

2. Play the tape "Everything is Beautiful" using the puppets.

3. After the story conduct the following discussion:

   a. What happened in the story?
   b. Why did the boys think the rock was beautiful?
   c. Why did Skippy think the flower was more beautiful than the rock?
   d. Why did Skippy think the bird was more beautiful than the flower?
   e. Why did Skippy think the dog was more beautiful than the bird?
   f. Why did Skippy say that people were more beautiful of all?

Evaluation:

Give each child a piece of paper and ask them to draw what they thought was the most beautiful and color it.

Ask them to think of at least two reasons they chose to draw this picture.

CHARACTERS: Two puppets.....Skippy and Ernie

SCENE: Two boys (neighbors/friends) who have just met over the back fence and are relaxing while they talk about what they think is beautiful. (In order to bring about the hierachical ascendancy of values and beauty, each boy takes a turn pointing out to the other something in nature he sees as more beautiful than the other.)

PROPS: Garden (small) with blooming flowers (one color or variety)
Tree with bird on a branch
Dog (puppet style) lying down under tree
Several small and large rocks of various shapes, colors
Ball for dog to chase

OBJECTIVE: The pupil will become aware and appreciate beauty of nature which surrounds him.

DIALOGUE:

SKIPPY: Hi! My name is Skippy. What's your name?

ERNIE: My name is Ernie and I just moved into our new house next door to your house. May I come over in your yard?

SKIPPY: Sure. Let's have some fun. C'mon over.

ERNIE: I know a lot about rocks like these in your yard. Look at this one. Isn't it pretty? See how it sparkles in the sunshine?

SKIPPY: Yeah! I bet that's what they use to make jewelry. My mother said there are lots of rocks in the mountainsides and deep in the earth that can be polished and cut in little pieces to make rings and other pretty things.

ERNIE: I think rocks are very pretty, don't you? I like to hunt for real smooth ones sometime, too, 'cause

they're fun to feel. My teacher told us that a lot of rocks in the water change from rough to smooth because the water moves over them for a long time and wears them down. Did you know that?

SKIPPY: Yeah, our science lesson was about rocks one time, but, you know what? I think the flowers in my mother's garden are prettier than rocks. Flowers can do more things than rocks.

ERNIE: Like what?

SKIPPY: Well, they can grow; they make people happy because they have such pretty colors, and sometimes they even smell good. Is your mother going to have a flower garden in your backyard?

ERNIE: Sure. She's going to let me help her plant seeds so we'll have a whole bunch of flowers. When the flowers bloom we'll probably take some to my grandma. Daddy said flowers make grandma happy because they are so pretty.

SKIPPY: Say, Ernie, look at that bird up in my tree! Gee, he's beautiful'. Just look at his blue feathers! You know, I'll bet it's fun to fly around in the sky and look down at everything on earth. Birds can do ever so much more than rocks and flowers, can't they?

ERNIE: Let's each name things birds can do. O.K.? I'll be first. Birds can fly. Birds can build nests

to live in and they can sing pretty songs.

SKIPPY: It's my turn now. Some birds not only fly, they can float on top of the water, you know, like ducks. They can lay eggs to hatch into baby birds, too. I think birds are prettier than anything, don't you?

ERNIE: Mom says when we plant her garden she wants the birds around to help eat the bugs that will try to eat the new plants. They sure can help a farmer, too, sometimes.

SKIPPY: (Speaking to dog) Hey, Chip! Are you going to sleep forever? Good dog! Go after the ball. Now, bring it to me.

ERNIE: Golly, he's smart! Did it take long for Chip to learn to do that?

SKIPPY: Nope. He knows some more tricks too. Dogs <u>are</u> smart. I really love old Chip. He's like my friend when we play together. Dad says dogs are almost like people sometimes...they even look at you like they're ready to talk.

ERNIE: Yeah, but dogs can't talk! And that's why people are better and smarter than animals!

SKIPPY: You're right! People are the most beautiful of all. And people are lots more fun too, like my friend Jerry. I really like him. Sometimes we go on our bikes to the park across the street from his house. We play on the slides and swings

and run down by the pond where we can see our faces in the water and laugh at how funney we look.

ERNIE: You know, I really like my friends, too. They are so much fun to talk to and play ball with. I really think they are great. They say they like to play with me, too.

MOTHER: Ernie, come home now and help me move some boxes in your room.

ERNIE: O.K., Mom. I have to go now, Skippy. See you later. Bye.

UNIT I

LESSON 2 - BEAUTY #2

Purpose:

Help students become aware of the beauty of the Universe

Concept:

Appreciation, beauty, Universe

Terminal Objective:

Pupil will demonstrate an expanding understanding of the concept beauty by drawing a picture of something from nature which they have determined is beautiful.

Enabling Objectives:

1. Each pupil will name and explain one thing which represents beauty to him.
2. Pupil can tell why he thinks the "beautiful thing" chosen by another child is truly beautiful.

Materials:

1. Puppets
2. Record -"Everything is Beautiful"
3. Paper, pencil and crayons

Learning Experience:

1. Let the children talk about their drawings on the bulletin board giving reasons for their choice.
2. Using the puppets conduct a discussion on all the beautiful things around us.

Ernie: Skippy, aren't those beautiful pictures the boys drew:

Chip: Arf, arf.

Skippy: Yes, Ernie, even Chip is saying they are nice and you know there are a lot of other beautiful things around us, like the air. We breathe the air, sometimes the air is crisp or hot and if we did not have air we could not live.

Ernie: That is right, Skippy, and another thing I like is the sky. Isn't it beautiful, boys and girls, when the sun is shining and little white puffs of clouds

are gliding by?

Skippy: Ernie, I bet these children can tell us some beautiful things they like. _____(call name of child) what do you see around you when you are outside that you like?

(Let puppets call on different children and discuss the beauty of nature for about ten minutes. At end of discussion, end with the following)

Skippy: Boys and girls, let's listen to Ray Stephens sing "Everything is Beautiful".

Evaluation:

Take pupils outside and discuss beautiful things in nature they see. Let pupils draw and color picture of something they think is beautiful.

UNIT I

LESSON 3 - HELPFULNESS

Purpose:

Give help when and where it is needed

Concept:

Helpfulness

Terminal Objective:

Pupil will demonstrate his understanding of the concept "help" through role playing a helping situation with one of his peers.

Enabling Objectives:

1. Pupil will participate in a dicsussion indicating how natural elements help each other.
2. Pupils will be able to compare how the helping aspects of nature also operates with people. Each child will give an example of how he helped someone without being asked.

Materials:

Puppets

Learning Experience:

1. Using the puppets tell the following story:

   Once there was a very small seed that was so sad. It was sad because it felt it was so little and unimportant. The seed used to cry and wish it were something big, beautiful, and important. The wind hear the seed cry so it blew the seed into a garden with rich soil to help it grow. Then the rain let drops fall on the ground so the little seed would grow roots. Of course, the sun wanted to help, too, and knew the seed could not grow if he did not shine on it, so he did. The sun and rain worked so hard for a long time to help the little seed grow into a big beautiful flower. After a week the little seed sent up a sprout and it was so happy it was growing. Mr. Sun and Mr. Rain kept helping the little seed and do you know

what happened? On day a big beautiful flower started laughing and dancing in the wind just because it was so happy. The big beautiful flower in the garden thanked the wind, the rain, and the sun for helping it to grow and be beautiful and happy. Then the flower thought.... I hope someday I can help something become big and important; I am such a happy flower.

2. After the story use puppets to ask questions.

   a. What happened in the story? Be sure to develop the following facts:
      1). Seed was sad because he was little and felt unimportant
      2). Wind, rain, and sun helped seed without being asked
      3). How did the seed feel when it became a flower

   b. You said the seed was sad. Why was the seed sad?

   c. Who helped the seed? Why?

   d. How do you think the seed could have become a flower without this help? Why?

   e. How do you think the sun, rain, and wind knew the seed needed help?

   f. How do you think they felt when the seed became a beautiful flower? Why do you think that?

   g. Have you ever been like the wind, rain or sun and given help when someone didn't ask for it? Tell us about it.

3. Role play. Have the puppets ask the children if they would like to put on a play. Let someone be the seed, wind, rain, sun and act out the story.

Evaluation:

Pair the students. Ask them to think of an instance at home or in school where one would need help and the other would help without being asked. Example: (home) Mother cleaning kitchen; child takes out trash without being asked (role-play). (School) Paper on floor; child picks it up and throws it away without being asked (role-play).

UNIT II

LESSON 4 — APPRECIATION OF SELF

Purpose:

To enable student to appreciate himself and others as unique individuals.

Concepts:

Sharing and appreciating self-identity

Terminal Objective:

Pupil will demonstrate self-awareness by illustrating aspects of his unique personality.

Enabling Objectives:

1. Each pupil will participate in self-identification activities with his peers.
2. Pupil enlarges his concept of self-identification by listening to the differences as each child describes himself.

Materials:

1. A large name tag for each child
2. Pins
3. Notes to parents asking them to send pictures of child

Learning Experiences:

1. Pin name tags on each child and have them sit in a circle. Teacher wears name tag also.

2. Play "I Am" game. Directions: Going around the circle each one says his name, age, how many brothers and sisters he has, what he likes to eat, favorite color, what he likes to play, etc. It may help to put key words on the board such as age, eat, color, etc. If it takes too long for every child you should call on a few and stop when several students have been called on.

3 Teacher begins: (Stand while talking) I am Miss____, I am 30 years old, I have two sisters and one brother, I like pecan pie, my favorite color is orange and I like to play tennis. I love myself.

4. Start with anyone who wants to begin. Do not force but encourage all to identify themselves. It is hoped that through this lesson the student will begin to establish an identity of himself as a person who is important and hopefully who loves himself

5. Send home notes to parents asking them to send small pictures of each student to school.

Evaluation:

Fold notebook paper in fourths, cut and staple to make booklet. Give each child one and ask them to make a "Me" book. Tell them to draw pictures about themselves, such as what I like to do at home, school or what I like to eat, etc.

UNIT II

LESSON 5 AND 6 - WHO AM I? (A continuous lesson) (This lesson may take a week to develop completely.)

Purpose:

Self-identity of child through art-form

Concepts

Expression of feeling about the student's self-image

Terminal Objective:

Pupil visually demonstrates his own physical uniqueness and self-concept through drawing his features on butcher paper.

Enabling Objectives:

None

Lesson 5

Materials:

1. A large piece of butcher paper for each student with his name on it.
2. Pencils, crayons
3. Large full-length mirror

(This activity will take up a lot of floor space. Perhaps you could use the cafeteria or school halls.)

Learning Experiences:

1. Assign each child a partner. Put one piece of butcher paper on floor and have one child lie on his back on the paper and the other child trace around him. They then exchange and trace the other child. (Teacher will give assistance to children who are having trouble.)

2. Encourage children to look at themselves in the mirror and draw their faces and clothes on their own paper bodies. Give assistance when needed.

3. Since this lesson will be carried over into Lesson 6, have the children clean up and put paper figures away. During this time they can share their excitement about their drawings with each other.

LESSON 6 (Continued from Lesson 5)

Materials:

1. Butcher paper with students outline on them
2. Crayons

Learning Experiences:

1. Give out paper figures of students and let them color their "paper bodies". Encourage them to color their hair and clothes as close to the color of their own hair and clothes as possible.

2. Display these in the room. (Teachers may learn a great deal about a child's self-concept through his drawings and choice of colors. These drawings could be used for open house. This activity will help the student think about his self-image.)

3. Remind students to bring in small pictures of themselves.

Discussion:

1. After looking at all pictures we drew yesterday, what do you notice? (Try to bring out positive things, not negative. Talk about size, color, etc.)

2. Your said we look larger (smaller), why do you think that? Are you really larger on paper? How do you know?

Evaluation:

1. Let the children take turns standing by their picture and telling something about the picture or himself.

2. Each child will stand by another child's picture and tell the thing he likes best about it and explain why.

(If it takes too long for each child to do this, stop after several children have had a turn.)

UNIT II

LESSON 7 - IF I WERE

Purpose:

Be yourself

Concepts:

Importance of self in respect to desire to be something else.

Terminal Objective:

Pupil will be able to give one or two reasons why he would rather be himeself than someone else.

Enabling Objective:

1. Pupil participates in self-concept development through listening and responding to If I Were
2. Pupil analyzes these things about himself which he sees as "good" to share with the other pupils.

Materials:

1. Book: If I Were by Barbara Shook Hazen
2. Sheet with pattern of flower (See appendix for pattern)
3. Pencils, crayons, paste
4. Individual picture of children

Learning Experience:

1. Read the story If I Were

2. Use the puppets to conduct the following discussion:

Skippy. That was such a good story and it was funny, too. Boys and girls, did you like the pictures? I did, too. Have you ever wished you were something else?

Ernie: Look at the picture of the lion. Can anyone tell me why the boy wanted to be like the lion? Look at the next picture of the lion. Why did he decide he did not want to be a lion?

(Continue this with each animal until you get to the page where the boy wanted to be himself. When you get to this page continue with these questions.)

Skippy: Look at this page. Can anyone tell me the rest of the story?

Ernie: You said he wanted to be himself. Who would you rather be? Why?

Focus Question:

Boys and girls can you think of something about yourself that you are especially good at and that you are glad about? Let me tell you something about me that I feel good about, then each of you can share with me.

Evaluation:

Give each child a sheet with pattern of a flower on it and the pictures of themselves. Tell them to paste their picture in the center of the flower and in each petal draw pictures of things they have ever wanted to be. If some children do not draw pictures in the petals, let them color them. Display these around the room. Have children tell about their picture and why their picture is in the center, giving one or two reasons why he would rather be himself than anyone else.

UNIT II

LESSON 8, 9 and 10 - HOW AM I DIFFERENT?

Purpose:

To help students become aware of individual differences.

Concepts:

Knowledge of individuality as emphasized through sense of sight, hearing, etc. Differences are good.

Terminal Objective:

Following the activities of lessons 8-10, each pupil will be able to point out at least two ways that people differ and analyze how he feels about this. Pupils will evaluate whether differences are desirable or not.

Enabling Objectives:

1. Pupil will discuss how children are physically different from each other.
2. Pupil will analyze advantages of differences in each other through the activity of tracing each others hands.

Lesson 8

Materials:

Book, If I Were and marking pen

Learning Experience:

1. Review the story about boy, If I Were. Bring out the fact that all the animals were different but it is better to be yourself.

2. To show the children how they are different, have them do the following:
   a. Form a large circle on the floor. Tell each child to put his hands flat on the floor in front of him. Talk about the differences of each pair of hands by using the following questions?
      1). What do you notice about our hands?
      2). What are some ways they are different?

b. Have the children look at the color of each others hair and talk about differences. Call attention to contrasts such as red, blond, brunette if you have any. Look at the eyes of students and call attention to differences.

Evaluation:

Pair students and on one piece of paper have each of them trace one of his hands and outline it in black crayon. After putting these up in the room let the students see if they can identify the hand prints.

LESSON 9

Materials:

Long pieces of adding machine tape, ruler, marking pen
Tape recorder and tape

Learning Experiences:

1. Adhere pieces of adding machine tape with each child's name on it on the wall around the room. Let each child stand with his back against the paper. Put the ruler on his head and mark his height. Let the children color a wide band at marking. Talk about the differences. (This could be saved and put up several times during the year to show the children how much they have grown that year.)

   a. What did you notice about the markings?
   b. Why do you think some people are shorter and some taller?

2. Use game "Who Am I" in which children identify each other by voice.

   Game: "Who Am I"

   Have the children tape this game individually before you use it as a group lesson. Let each child record:

   Who am I
   Who can say
   Can you guess
   My name today?

   As you play the tape stop after each child and see if the children can guess who the person is.

Evaluation:

Have the children discuss the following:

1. What does this game show you about people and their voices?
2. (Bring out the fact that some voices are high, some low, some loud, some soft, etc.)

Lesson 10

Materials:

1. Puppets
2. Ink pad
3. Paper for finger prints
4. Magnifying glass

Learning Experience:

Use puppets for object lesson fingerprints.

Dialogue:

Skippy: Ernie, did you watch Dick Tracy last night on TV?

Ernie: No, I didn't. What happened?

Skippy: Well, this guy robbed a bank and do you know how they caught him?

Ernie: No, how?

Skippy: They found his finger prints on the door.

Ernie: How could they tell it was the bad guys and not someone else?

Skippy: Don't you know everyone's fingerprint is different?

Ernie: Who said it was?

Skippy: My dad said so. Besides, I can prove they are different. Come over here and let me get my ink pad and a piece of paper (get ink pad and paper). I am going to put my thumb on this paper. Now you do yours. (Ernie does his thumb.) Now let's do Chip's paw print. His really looks different, doesn't it? (The teacher can do her thumb and one of the children.) See, they are different.

Ernie: You are right. Boy, that is some way to catch a thief. I bet the boys and girls would like to see if theirs are different, would you/ O.K., if you can be very quiet I will call one at a time to come make a print of your thumb.

Perhaps if this takes too long you could stop after several children have made their thumbprints, and let the class examine this sampling for differences. (Use magnifying glass to see prints clearer. Call one child at a time. The teacher could make a bulletin board display from this. When all are finished, end with a comment from puppets about how different all the thumb prints are.)

Evaluation:

Group Discussion

1. What did you notice about the thumb prints?
2. Why do you think all our thumb prints are different?
3. Why do you think it is good that fingerprints are different?
4. Let's talk about some other differences. Do you think it would be a good idea if we all looked alike? Why?
5. What would happen if everyone was the same size?
6. Why do you think it is good to be diffeent?

UNIT I

LESSON 11 - LOOKS AND FEELINGS (This lesson may take 2 or 3 day to develop completely.)

Purpose:

You cannot tell what people are like by the way they look.

Concepts:

What we are is more important than the way we look.

Terminal Objective:

Pupils will collectively compile a list of those things they consider important in choosing a friend. (The teacher can determine if objective is accomplished by the number of physical traits listed as being important compared to the non-physical.)

Enabling Objective:

1. Pupils will participate by listening as The Ugly Duckling is read.

2. Pupils will participate in the discussion session by verbally responding to questions.

Materials.

The Ugly Duckling by Hans Christian Andersen
Use: Scholastic book version of The Ugly Duckling or if filmstrip of story is available use this either instead of the book or in addition to it.

Learning Experiences:

1. Read The Ugly Duckling to the class.
2. Conduct the following discussion:

   A. How was the ugly duckling different from the other ducklings?
   B. How was he treated by the other animals in the barnyard? Why?
   C. How do you think this made him feel? Why?

D. How did his mother feel about him? Why did she feel different toward him than the other animals?

E. What happend to him after he left the barnyard?

F. What did the ugly duckling become?

G. Was he liked now that he was a swan? Why do you think he was liked now?

H. Why do you think he was not liked when he was little?

3. Thinking back over our lessons, what have we said about people? Bring out likenesses and differences.

4. You said we are different; was the ugly duckling different? How?

5. Are we "ugly ducklings" because we look different?

6. Does it really make a difference because you are short and I am tall; he has red hair and she has blond hair, etc?

7. Is there something else besides the way you look that makes you different from another? Can you tell us some of these things? (The point should be brought out that what we are is more important than the way we look.)

Evaluation:

In groups of three or four children will decide on three things they consider important in choosing a friend. Pupils then will come together, the various lists will be compared, and the teacher will record the decisions on the board or a poster.

UNIT I

LESSON 12 - MISUNDERSTANDING

Purpose:

To bring out the importance of talking about our feelings.

Concept:

Misunderstanding

Terminal Objective:

Following discussion of The Hating Book, pupils will arrive at a consensus statement regarding feelings of hate.

Enabling Objectives:

1. Pupils will participate by listening as The Hating Book, is read.
2. Pupils will explore their own feelings of hate by answering questions on The Hating Book.
3. Pupils will expand and clarify his own experiences with hate by relating or discussing a personal experience.

Materials:

The Hating Book by Charlotte Zolotow

Learning Experience:

1. Read the story, The Hating Book to the children.
2. Conduct the following discussion:
   - A. What is the name of this book we just read? How do you suppose the book got this name?
   - B. What happend in the story? Ask support questions, if needed.
     1. What are some things the girl's friend did that made the girl think her friend hated her?
     2. What did her mother keep suggesting she do?

3. How do you know the friend didn't really hate her?
4. How did the girls become friends again?

C. How do you think the girl felt when her friend moved away from her on the school bus? Why did she feel that way? When her friend didn't choose her to help her on her team? Why did she feel that way? When she went to her friend's house, why did she feel that way?

D. Has something like this ever happened to you or someone you know? What happened?

E. How did you feel? Why?

(Try to get as many children relating experiences and their feelings as you can.)

Evaluation:

Thinking about the story and all the experiences different ones of us have had, what can we say about people and what they do about their feelings?

(The children should come up with the idea that all people have feelings of hate at times but the important thing is how to deal with the feelings.)

Have the child draw a picture of an experience which they or someone they knew had to deal with feelings of hate. Let the children tell what they did about their feelings.

Note to Teacher:

Try to obtain a consensus statement from pupils regarding feelings of hate.

UNIT I

LESSON 13 - ASKING PERMISSION

Purpose:

Help students develop their ability to reason through a situation involving borrowing without permission.

Concepts:

Is it right to borrow without asking permission?

Terminal Objective:

Through role-play children will experience feelings and decisions involved in a conflict situation and analyze the conclusions according to their own beliefs. (This provides the teacher an opportunity to analyze moral development of children.)

Enabling Objective:

1. Pupils will experience, vicariously, a situation of borrowing without permission by viewing the filmstrip.
2. Pupils will be able to explore their own attitudes regarding borrowing without permission through the questioning session.
3. Pupils will analyze conclusions of role-play experiences in terms of their own beliefs.

Materials:

1. Filmstrip and cassette "But It Isn't Yours" Part I by Guidance Associates.
2. Filmstrip projector
3. Discussion Guide

Learning Experience:

1. Show the filmstrip
2. Conduct the following discussion: (Teachers should read the Discussion guide before conducting the discussion.)

   A. What happened in the story?

B. What happened when Jason was taking the sled to his cousin's house to hide it?

C. Why did his friend Lionel tell him he should not be in the race?

D. How do you think Jason felt when the sled got broken? Why do you think he felt that way?

E. How was Jason going to fix the sled? How do you think Lionel will feel about that? Why do you think he will feel that way?

F. How will Jason's brother feel if he gets a broken sled for his birthday? How would you feel?

G. Do you think Lionel will still be Jason's friend if Jason takes his wood without asking? Why do you think that?

H. Suppose Jason takes the wood. Is Jason <u>stealing</u> the wood or <u>borrowing</u> it? What is the difference? Does it make any difference if Jason plans to replace the wood, or that he takes it in front of two other children?

I. What do you think Jason should do? Why do you think that? Who has a different idea about what Jason should do? Why do you think that?

J. Have you ever felt you just had to use someone else's property and you did not ask permission? How did you feel? Why do you think you felt that way? (Let several of the children relate their experiences, but always ask the last two questions.)

<u>Evaluation</u>:

1. Role-playing

A. Two friends are playing catch. One throws the ball a little high and the other misses the catch. The ball breaks a window. Now, one child plays the thrower, one plays the child who missed the catch, another plays the owner of the house where the window was broken.

B. You find five dollars on the playground. When you tell the teacher you found it, two children say that they lost it. One child plays the finder, two others play the children who say they lost five dollars, and a third plays the teacher.

C. They might role-play what happens after the filmstrip ends.

D. The role-play should lead to a definite conclusion. (Teacher may have to set a time limit.) Allow pupils to discuss the conclusions after role-play has ended.

UNIT I

LESSON 14 - RESPONSIBILITY

Purpose:

The way we behave tells people what we are like.

Concept:

Responsibility

Terminal Objective:

1. Pupil will bring to class and make a poster or collage with the other children, pictures illustrating children engaged in a responsible act.

2. Pupil will explain responsibility as he viewed it in his picture.

Enabling Objective:

1. Pupil will view study print and explore his own feelings through participating in questioning session.

2. Pupil will develop his own attitude toward responsibility by explaining why the picture he has brought illustrates this concept.

Materials:

Study Print code No. 220004, BFA Educational Media Value Series: (See note Study Print Suggestion #1)
My Class: title: Teacher's Away!

Learning Experience:

1. Place the picture so the students can see it.

2. Conduct the following discussion:

   A. What is happening in this picture? Bring out the following facts:

1) Teacher out of the room
2) Some children talking, playing ball, out of their desks, throwing paper airplanes.
3) Some children in desks being quiet.

B. Why do you think the children are acting this way?

C. If all children were quiet and in their desks while the teacher was in the room, how do you think this got started?

D. Has something like this ever happened in this class? How did you feel about it? Why did you feel that way?

E. What do you think "being responsible" means?

Evaluation:

1. Pupils will find pictures that illustrate someone being responsible and explain why he believes it is so.

2. Observe the child over a period of time making note of times particular children were responsible.

3. Pupils will be able to suggest possible means of dealing with the situation depicted in the study print. Support should be given for all suggestions offered.

UNIT I

LESSON 15 - BORROWING

Purpose:

To stress the importance of asking before taking.

Concepts:

Stealing

Terminal Objective:

Pupils will agree on one or two statements which they believe should guide their actions in borrowing without permission.

Enabling Objectives:

1. Pupil will analyze study print silently for five minutes to organize his feelings about it.
2. Pupil will verbally explore their attitudes through the questioning session.

Materials:

Picture: BFA Study Print, code No. 221007, BFA entitled "Borrowing Without Asking." (See Study Print note Suggestion #2)

Learning Experience:

1. Place the picture so the students can see it.
2. Conduct the following discussion:
   A. What is the little girl doing in the picture?
   B. Why do you think she is doing this?
   C. Do you think this is a good thing to do? Why? Why not?
   D. What do you think she should have done?
   E. What do you think happened right after this picture was taken?

F. How would you feel about sitting next to someone like this? Why?

G. What do you think is a good thing to do if you need something your friend has and he is not there? Why is that a good thing to do?

H. What could you do if you saw someone take something that was not theirs? Enumerate alternatives, asking each time: How would the person react if you did that?

Teacher: Try to allow for participation by all pupils if possible.

3. Role-play: Pick a student to act out the following situations with another student watching. (It may not be necessary to role-play all the situations, use as many as are necessary.)

   A. Taking something from someone's desk.

   B. Taking a cookie from another child's lunch.

   C. Taking a pencil from the teacher's desk.

   D. Taking money from another child's purse.

4. Ask the following questions after each role-playing:

   A. Could this really happen? Ask each how he felt. Why?

   B. What is the best thing to do when you want to use other people's things? Why?

Evaluation:

Pupils will devise one or two policy statements regarding taking things without asking. Allow children in buzz groups to discuss guiding policy for borrowing without permission.

UNIT I

LESSON 16 - TRUTHFULNESS

Purpose:

Help students develop ability to reason through a situation dealing with being truthful.

Concepts:

Truthfulness

Terminal Objective:

Pupils will arrive at their own conclusion regarding the outcome of the filmstrip "The Trouble With Truth," by writing a statement or drawing a picture.

Enabling Objectives:

1. Pupils will enlarge their concept of "truth" by viewing " "The Trouble With Truth".
2. Pupils will analyze their feelings regarding the filmstrip by participating in the questioning session.

Materials:

1. Filmstrip and cassette "The Trouble With Truth", Part I" by Guidance Associates.
2. Filmstrip projector, cassette player, discussion guide
3. Paper, pencil, crayons

Learning Experience:

1. Show the filmstrip
2. Conduct the following discussion: (Teacher should read the discussion guide before conducting the lesson.)
   A. What happened in the story? (Be sure you get the following stated):

1) Arrangement had been made to take the children for a boat ride.
2) Captain Conner's rules about the boat.
3) What happens if the rule is broken?
4) Some children played on the boat.
5) What the children said who did not get on the boat.

B. What do you think Patrick will do? Why do you think he will do that? (Teacher should accept all answers without judgment.)

C. How do you think the children who did not get on the boat felt about the children who did get on the boat? Why? Should the children be treated the same? Why?

D. How do you think Patrick felt about being in charge of the boat while Dave and Captain Conner were gone? Why do you think he felt that way?

E. Was the captain's rule fair to the children who did not go on the boat? Why?

F. If Patrick tells, will he be telling the truth or tattling? What is the difference?

G. How do you think Patrick will feel if he lies?

H. If Captian Conner asks Patrick if anyone got on the boat, what should he tell him? Why do you think that?

I. Have you ever known anyone who had this happen when it was hard to know whether or not to tell the truth? And did they decide? Why? How do you think they felt?

(Strive for full student participation. Let several children relate their experiences)

3. Role-playing

A. Your Mother tells you to say you are under six years old so that you can ride on the bus free. One child plays the mother, one the child, and one the bus driver.

B. You want to go to the movies, but you have only enough for a child's ticket and you are over twelve. Have one child play the ticket-taker, one play the thirteen year old, and others play friends who are going to the movies too.

Evaluation:

Children will draw pictures or write one or two sentences reflecting their beliefs on what the conclusion of the filmstrip should be.

UNIT I

LESSON 17 - HONESTY

Purpose:

To stress the importance of truthfulness

Concept:

Honesty - telling truth

Terminal Objective:

Given the story of Snorty, pupils, in small groups, will arrive at a statement which sums up their feelings about honesty.

Enabling Objective:

1. Pupils will participate in expanding their concept of honesty, by listening to the story of Snorty the toad.

2. Pupils in groups of three or four will make a decision about honesty by writing an ending to the story of Snorty.

3. Pupils will explore further feelings about honesty by participating in questioning and analysis of the Snorty episode.

Materials:

Puppets, chart paper, magic marker

Learning Experience:

Use puppets to tell the following story:

Ernie: Skippy, would you like to hear a story this morning?

Skippy: Yes, what is the story about?

Ernie: It's about Snorty, the toad. Boys and girls, do you want to hear about Snorty?

Chip: Arf, arf.

Ernie: O.K. Chip, we are going to tell the story. Would someone like to hold Chip while I read?

Once upon a time Snorty, the toad, lived by Slippy Lake. Snorty had lots of friends; Busy Beaver, Greenie the Lizard, Brownie the Squirrel, Pokey the turtle. Snorty liked to jump around and fool people. One day as he was jumping from lily pad to lily pad in the lake, old Pokey Turtle raised his head and said good morning to Snorty. Snorty, trying to think of what he could do to fool Pokey yelled, "Hi, Pokey, would you like to run a race?" Pokey said, "Well, where will we race to?" "Let's race across the big lake to hollow tree. I will jump lily pads and you can swim. Since you are so slow you can start a day before me." "That sounds fair enough, but how will I know you won't start early?" "Let's get Greenie, the lizard to watch each of us start, O.K.?" So Greenie, the lizard listened to their plans and and said he would see they started a day apart.

Pokey started off and the next day Snorty started jumping lily pads but he began to fear he would not win; then all of a sudden he saw Brownie the squirrel and Busy Beaver playing by the lake. Snorty asked Brownie if he would give him a ride across the lake because his mother was very sick and he had to get to her in a hurry. Brownie said he would be glad to help

Snorty out so Snorty jumped on his back and away they went like lightning. Snorty was so happy to get across the lake in such a hurry. When he got to Hollow Tree he thanked Brownie so much and Brownie ran off to find Beaver. After a long time Pokey's head came out of the water and he saw Snorty sitting by Hollow Tree. Snorty was so happy because he had beaten Pokey and poor Pokey had to rest because he was so tired. He asked Snorty how he got there so fast. "I just jumped....."

1. Place the pupils in groups of three or four and let each group decide how the story ends.
2. Write the ending on a chart for each group, then allow each to tell his ending.
3. Reread the whole story with one of the endings the children wrote that shows Snorty not telling the truth.
4. Ask the following questions:
   A. What happend in the story?
   B. What happened that was dishonest?
   C. Why do you think Snorty did that?
   D. How do you think Snorty felt when he won? Why?
   E. Have there ever been times when you knew someone who didn't tell the truth because he wanted to win? (If there is no response, ask: "Have you ever seen something like this happen to someone you saw on T.V. or read about in a book?")
   F. How did you feel? Why did you feel that way?
   G. What else could you have done? How would this have made you feel?

H. What do you think usually is the best thing to do when you are in a situation where you could or could not tell the truth? Why do you think that?

Evaluation:

Pupils in groups will create a short dialogue for Skippy and Ernie which refelcts the group's feelings about honesty. The teacher will read these dialogues or have children read them, through the puppets, Ernie and Skippy. (If the reading level is insufficient, or the teacher prefers, this evaluation may be accomplished in a totally verbal way.)

UNIT I

LESSON 18 - FAIRNESS

Purpose:

Help students develop their ability to reason through a situation dealing with fairness.

Concepts:

Fairness

Terminal Objective:

Pupil will desmonstrate his understanding of fairness by selecting and supporting a solution for sharing a bicycle.

Enabling Objective:

1. Pupils will participate by viewing and listening to the filmstrip and cassette on fairness.
2. Pupils will expand their knowledge of fairness by participating in the questioning period.
3. Pupils will analyze alternatives involved in fair play by agreeing or disagreeing with a role-play situation involving buying a movie ticket.

Materials:

1. Filmstrip and cassette "That's No Fair" Part I, by Guidance Associates
2. Filmstrip projector, cassette recorder
3. Discussion Guide

Learning Experience:

1. Show the filmstrip.
2. Conduct the following discussion: (Teachers should read the discussion guide before conducting the lesson.)

   A. What happened in the story?

B. What happened when Eddie, Andy and the bear got to the Wizard's birthday present line?

C. How do you think the deer felt when he saw Eddie in his place in line? Why do you think he would feel that way? Could he have done anything to save his place?

D. How do you think Eddie felt when he found out he had taken the deer's place? Why do you think he felt that way?

E. How did some of the others feel about Eddie staying in that place?

F. What do you think Eddie should do - let the deer back in line or stay there himself and get the present? Why do you think that?

G. Who has a different idea? Why do you think that?

H. Has anything like this ever happened to someone you know? How did they feel? Why do you think they felt that way?

(Let several children relate their own experiences. Always ask the last two questions referring to their experience.)

Evaluation

Two friends chip in to buy a chance on a raffle prize. Their ticket wins a bicycle. Have two children role-play working out a solution for sharing it. Each pupil will then decide if he agrees or disagrees with the solution and support his position.

Alternate Suggestion for Evaluation:

Role-playing. Have the children role-play the following situation: You are waiting in line to go to the movies, and your money falls out of your hand. When you pick it up, the last ticket is about to be sold to another child who has taken your place. One child plays the ticket-seller, others play the two children who want the last ticket.

UNIT I

LESSON 19 - CLEANLINESS

Purpose:

To bring out the importance of taking care of school property.

Concept:

Cleanliness

Terminal Objective:

Pupils will voluntarily demonstrate during the week their concern for cleanliness by picking up and properly depositing litter found around the school.

Enabling Objective:

1. Pupils will express their beliefs about fairness following the analysis of the study print "Littering."
2. Pupils will observe and offer suggestions for ways of maintaining a clean school, following observation of the school cafeteria.

Materials:

Picture: BFA Study Print, code No. 221008, entitled: "Littering" (See Study Print Suggestion #3)

Learning Experience:

1. Place the picture so the students can see it.
2. Conduct the following discussion:
   A. What has happened in this picture?
   B. Where do you think the children are?
   C. How do you feel about rooms that look like this?
   D. Who do you think should clean it up? Why?
   E. What if the person who dropped it didn't know they

dropped it, then who should clean it up? Why do you think people who do not drop litter should pick it up?

F. What could you say about people who pick up paper when they were not the ones who dropped it?

G. Where are some of the places you could pick up litter around the school? In your home?

H. Who has to pick up our litter around the school if we do not pick it up?

I. You said the janitor. Did he put it there?

J. How can we help? (Encourage children to be observant and pick up litter in their rooms, cafeteria and around the school.)

3. Take the children to the cafeteria when all the classes have finished eating. Let them decide if the children left the cafeteria clean. If they decide it is not, let them discuss what could be done.

This could be expanded into another lesson if the teacher so desires. The following two items are follow-up observations which may be made in order to determine the extent of the influence of the lessons.

A. Observe children on the playground and see if they pick up litter.

B. Observe children during the week to see if they pick up litter without being told.

Evaluation:

This should be a subtle evaluation in which the teacher observes and notes the voluntary act by students of keeping the school clean during the week.

UNIT I

LESSON 20 - RESPECT FOR PROPERTY

Purpose:

To stress the importance of taking care of property.

Concept:

Respect for property

Terminal Objective:

Pupils will demonstrate their understanding of respect for property by illustrating with magazine pictures, a scene which shows this concept.

Enabling Objective:

1. Pupils will express their feelings about respect for property by reacting to the value print, "My Class."

2. Pupils will respond to the questions posed by Skippy and Ernie, demonstrating their participation in the discussion of respect for property.

Materials:

1. Study Print Code No. 220001, BFA Educational Media Value Series: My Class; title: "School Book." (See note Study Print Suggestion #4)

2. Butcher paper and pen

Learning Experience:

1. Place the picture so the students can see it.

2. Conduct the following discussion with the two puppets:

   Ernie: Skippy, look what Susan is doing to her reader!

   Skippy: Boy, she is really making a mess with that black crayon.

Ernie: Yea, and I bet she is going to get into a lot of trouble, don't you?

Skippy: I sure do. Can any of you boys and girls tell me why Ernie thinks Susan is going to get into trouble?

Children: Respond with their reasons.

Ernie: You have brought out some good points. What could she have done instead of using her reader? What are some other things you think we should not mark on? Support you just got a new book and your baby brother colored all over it just as the little girl did, how would you feel? Why?

Skippy: Do you think the teacher should do anything about this? What should she do?

After each response, Skippy could ask:

"How would the girl feel about that and why would she feel that way?"

Evaluation:

Pupils will find pictures from magazines or materials in the classroom, illustrating care and respect of property, mount these and display them in the classroom. The teacher might want to put a large sheet of butcher paper up and have students tell four or five places or items that are important for them to take care of. List these and then ask students to give ways of taking care of them. As these are given, write them under the proper category.

APPENDIX I

ROLE PLAYING PROCEDURES

Role playing is not merely information dispensing. The teacher who is skeptical of the educational purpose of role playing should consider some of the following potential values:

1. Role playing provides an opportunity for the child who does not excel academically, but who has talent in creativity and spontaneity.

2. Spectator "therapy" can occur through audience observation and empathy.

3. Role playing promotes the development of personal flexibility and social skills.

4. The enactment of the same situation several times helps the child to see alternative solutions to a problem, increasing his problem-solving and decision-making abilities.

As discussion leader, the teacher encourages the children to become more observant of the behavior of others, to look for the purposes and causes of behavior, to anticipate the results of certain behaviors, and to evaluate behavior, situations, and people.

The steps in role playing. There are four parts to any role playing situation; preparation, introduction, enactment, and discussion.

1. Preparation. The teacher's first decision involves selection of the issue or problem. Issues should be selected which ensure the security of each child involved. The child is never forced to take a role.

   After reading the descriptive directions for a particular role playing situation, the teacher gathers the class. A playing area is needed.

   Because each lesson is an extension of the underlying themes of the stories the teacher may briefly review some of the main ideas of the related story. Questions may be asked such as, "Who was the main character?" "What did he do?" "Why did he do that?" Unfinished stories which stop at a dilemma point are excellent for role playing.

2. Introduction. The teacher states very briefly that the class is going to do some pretending. She should state the problem in terms of specific examples with vivid details which create emotional involvement. Because young children are egocentric and most of them are eager to pretend and participate, they will probably be unwilling to patiently wait any length of time for a turn at playing. Therefore, it is wise to allow all of them to have a brief turn to participate in a warm-up exercise at the beginning of each lesson. If space does not permit the whole group to move about at the same time, break the group into two sections.

Because it is easily performed, pantomime is suggested as a warm-up activity. To begin the pantomime the teacher may give the following directions:

> This is our pretending space. (Indicate play area.)
> Find a standing-up place in here where you won't be too close to any other person.
> Stand there absolutely quietly. (Wait for quiet.) Good.
> Show me you are ready to listen and imagine.
> Today we are going to imagine we are_____ (see specific direction).
> When I say "Ready, begin," you may begin. Keep working until you hear me say "Stop."
> See if you can show me by your actions your ideas about_____.
> Do not say anything.
> Imagine there are no other children around you. See if you can really make me believe you are a_____.
> Ready, begin.

Observe the pantomimes and make encouraging reamrks for creative responses such as, "Oh, I see someone that is_____(describe pantomime)," or "There is some good thinking going on over there." After at least a minute, stop the action and seat the students.

The teacher controls the length of a situation by reserving and using the right to halt the play at any point.

After making a few comments about the creative ideas observed in the pantomimes, the teacher briefly presents the actual role playing situation to the class. The description should be as simple and direct as possible.

Because students are expected to speak in character, the teacher will give them some practice by asking them to respond in the character's voice to such questions as "Mary, what did the old man say when he got knocked down? Can you sound like the old man?"

Then the teacher asks for volunteers to take various roles. The class may suggest names, but the actors must volunteer. From the volunteers, characters are selected. Usually it is advisable to begin with sociable children before choosing participants who are shy or who have more problems than others. In specific role assignments, check to determine how the child identifies with the character. Ask "What kind of person is he?" "How does he feel?" Select individuals who indicate they have identified well or who have strong feelings about a character's behavior.

3. Enactment. The teacher helps the characters set the scene, i.e., "Shall we imagine a door is here?" Do you need some chairs?" If the characters are going to sit down, they will need some chairs. Children cannot simultaneously pretend to sit, keep their balance, and play a role.

   The teacher says, "Find your places and stand quietly."

   At that point, she may need to review the characters and their purposes in the scene for the benefit of players and the class. Action is started by the words, "Ready, begin."

   During the enactment, the teacher tries to say as little as possible. Otherwise, the teacher becomes the director, and the children lose the opportunity to express themselves freely.

   Some side coaching may be necessary to assist in moving the action along. The teacher may say, "It must be time for father to come home now," "Oh, my, that brother is going to be angry." Suggestions are always directed to the character, not to the real person. The teacher avoids using real names and directs all remarks to the characters.

   When the scene seems to have developed to its fullest potential, the teacher says, "Stop, come and sit down."

4. Discussion. It is usually effective to have the actors evaluate their own performance first. At the end of a scene, no matter how weak it was, the

teacher makes at least two or three positive remarks, i.e., "I liked the way the father read his newspaper," or "Wasn't the dog good? He really seemed excited."

To encourage class participation in the discussion, the teacher asks them the questions listed at the end of the role playing activity. If other more relevant questions emerge as a result of the individual play, they should, of course, be used. Discussion centers on how the characters were feeling and why they responded as they did. The teacher should attempt to guide the discussion so that the issues are related to experiences personally relevant to the children.

The younger the children, the briefer the analysis. Two or three points are sufficient for kindergarteners.

The teacher makes a summary statement of points elicited from the group and quickly selects a new group for replaying.

The teacher emphasizes that she will be looking for good, new ideas on each replay. The purpose of the reenactment is to help the children explore new insights and alternative solutions.

Encourage as many enactments as possible.

The role of the audience should be clarified just as the roles of the actors. The members of the audience may be asked to look for specific points or to identify with the feelings of a specific actor. They should have a role which maintains their interest and involvement.

Problems, pitfalls, and possibilities. Beginning role playing may bring about a variety of unexpected reactions in young students. Two of the extremes in behavior are acting up and excessive shyness or refusal to participate. The student who acts up can destroy the imaginary creations of other students. The first few times this behavior occurs, the teacher stops the whole group and calmly but firmly reexplains the ground rules. They are:

1. Play in the play space.

2. Actions - no words (for pantomime).

3. Do not disturb the play of others.

Do not be overconcerned about the student who exhibits extremely shy behavior. Instead, recognize and encourage

others for their efforts. As soon as the shy child makes any overt effort at enactment, encourage him for it.

Noise can be another classroom problem. If the teacher has properly stimulated the students to want to work on the problem, they will become excited, and often with excitement, comes noise! Do not begin a pantomime or a scene until the students have become almost totally silent. Students need a moment to quietly reflect on their task. Lack of concentration or silliness on the part of the players will produce insincere and unintelligible scenes. For the initial playing, the teacher tries to select those students who are verbal and seem enthusiastically responsive. They will set a high standard for the plays that follow. Clarity in speech and pantomime should be praised. If the characters seem to be getting off the track, the teacher says firmly, "Keep your character." Even though the students may not exactly understand the direction, they will understand a firm but kind tone of voice.

Restlessness of the group is an indication that something is too long. Perhaps the directions are too long, repeated too often, or the scene and the discussion are too long. Teachers must try to be brief and to the point. Use short sentences. Stop a scene before interest is reduced.

Unresponsiveness can be a problem among certain groups of children. They may be extremely inhibited, or they may never have engaged in any dramatic play. In this case, the teacher may need to demonstrate what is meant by pretending and pantomiming. Occasionally, as opportunities present themselves, the teacher may take a rcle in the playing situation. By taking part in the action, the teacher controls the direction of play from within the group and, at the same time, demonstrates the "how to" of play.

Certainly those groups of children who have had experience with dramatic play and creative dramatics will find it less difficult to role play than inexperienced ones. Do not expect perfection and depth in the beginning lessons. Each successive role playing situation should show an increase in the ability of the group to play together effectively.

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GROUP DISCUSSION PROCEDURES

Most teachers are acquainted with the values and procedures of group discussion, but some teachers may attempt to hold the discussion to a consideration of the facts, emphasizing only cognitive elements.

Randolph, Howe, and Achterman (1968) found that we traditionally respond to messages with ineffective responses such as:

- Ordering or commanding
- Admonishing
- Warning
- Advising
- Instructing
- Criticizing and disagreeing
- Praising and agreeing
- Name calling or interpreting
- Reassuring and sympathizing
- Probing and questioning or diverting.

These responses deny the child the right to have a feeling and they close the channels to communication and understanding.

While we are concerned about the development of the child's cognitive concepts, in this program we wish to focus attention on the child's purposes, feelings, and values. We are attempting to assist the child in understanding self and others, and this can be achieved only through personalizing the material and getting involvement at the feeling level.

Many teachers are reluctant to engage in group discussion that is truly open; they do not see its value. Some teachers even feel guilty for wasting time in this way; others feel inadequate and afraid that they will not be able to handle this kind of discussion.

It is clear, however, from our experience in guidance and social psychology that group discussion is a most powerful influence for changing behavior, and the teacher should realize the group can seldom go beyond the skill, anticipation, and the expectations of the leader.

The following philosophy and principles should prove to be helpful.

The discussion leader should communicate that she really cares about what children say and feel. This is not a technique but a genuine attitude. It is communicated through eye contact, attentiveness to verbal communication, and nonverbal support that comes through an empathic smile. The leader listens to what is said and not said, and tries

to perceive both the feelings which are expressed and those that are hidden. The teacher is there as a person; as she is real and honest about the feelings she is experiencing, she elicits more involvement.

Group discussion requires sharing the responsibility for leadership with the group. The group helps to identify concerns, clarify thoughts and feelings, and consider alternatives. Unlike class recitation, there is no one correct answer. In contrast, the leader encourages free discussion and interaction to what is said.

The creative leader avoids sermonizing, evaluating, humiliating, and moralizing, but she is not passive, permitting the discussions to be purposeless. She is willing to deal with the actions and reactions that go on in the group. She is sensitive to social interaction, and she is willing to discuss the here-and-now event. If the story is about attention-getting, she does not need to stay with the abstract while some child who acts as a class clown in her room provides live materials for discussion. In such a situation she might ask the group: What is happening here right now? What do you think about this? How do you feel? How does the class clown feel? Why is he doing that? How can we help him? As the leader senses the children are ready for such a discussion, she discusses the purposes of behavior.

Teachers can avoid control problems when leading group discussions. When there is noise and confusion, it is advisable to talk less and act! The leader may merely lower her voice, use a hand signal, utilize proximity control by moving to the area of disturbance, or utilize some natural consequence for failure to attend to a discussion. The leader does not censure or demand, she does not engage in a struggle for control of the group; she seeks to have the children experience the natural consequences of their behavior.

The outcomes and productivity of each session are partially dependent upon the leader's competence in the following tasks:

1. Show the group you care and are concerned with developing a relationship of mutual respect. Demonstrate your interest, concern, and kindness, but be committed to meaningful discussion and do not hesitate to be firm, showing respect for yourself as well as the children. The teacher sets an example of reflective listening by her responses.

2. Make sure children understand the purpose of the group discussion and allow them to establish their own limits.

Members must be ready to share their concerns and willing to listen closely to others. A spirit of give and take and honest, open feedback should pervade.

3. Sense the group atmosphere and be willing to discuss it. Be sensitive to the feelings of the individuals in the group and help them feel understood, i.e., I am getting a message that you are unhappy, or that you really care.

4. Link the thoughts and feelings of group members. Point out the similarities and differences in the concepts, attitudes, and feelings being discussed. The leader must be able to show the relationship between what two children are talking about in order to help them recognize common problems.

5. Encourage silent members to participate when they seem ready. This usually involves being aware of nonverbal clues as a facial gesture, glance, or halting attempt to enter the group.

6. The children are learning a new process of cooperation in contrast to competition. The leader must observe any tendencies of children to be empathic and link or supply alternative solutions to problems. These attempts should be immediately encouraged and reinforced.

7. Group discussion can take a negative turn if the leader is not perceptive. We are interested in fostering personal development. Group members should be assisted to see the strengths and assets in individuals. Emphasis is placed on positive as well as negative feedback. When there is a negative feedback, i.e., "I don't like him, he smells," the teacher may say, "You feel there is an odor there that is not pleasant."

8. The leader must be alert to detect feelings and attitudes which are implied but not expressed. She helps the group to develop tentative analyses of behavior and its purpose. She might say, "Is it possible..." Could it be....?" and state her hunch about the purpose in a tentative manner.

9. The effective group leader is able to help the children express their thoughts, feelings, and attitudes more clearly. She does this through clarifying, restating, and summarizing.

10. The leader helps members to summarize and evaluate what they have learned. About five minutes before the close

of the session, she asks, "What do you think you learned about yourself and others today?" Helping the group consider what is happening accelerates and facilitates the group process.

Children should be encouraged to formulate their own limits for the discussion. However, the leader should help them to consider some of the following procedures which promote effective discussion:

1. The discussion goes best when we trust each other and have mutual respect. We have to be concerned enough to listen and want to help others.

2. Be honest and open. Say what you really feel. Speak whenever you feel you have something to say which will help you or the group.

3. In giving feedback, consider how it will help the others for you to say this.

4. Really listen to what others say. Are you able to state what he has said and felt when he finishes?

When certain individuals or the group become negative or pick on an individual, the mature leader can use this as an opportunity to discuss the purpose of getting special attention or power. The leader can also use puppetry and role playing to help increase sensitivity to negative remarks.

The potential in group discussion is tremendous and teachers will find it a most rewarding experience as their skills develop.

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APPENDIX II

BASIC
PUPPET INSTRUCTIONS

MATERIALS NEEDED:

12" felt for body

Scraps of felt for hair and trim

Cotton for stuffing

INSTRUCTIONS:

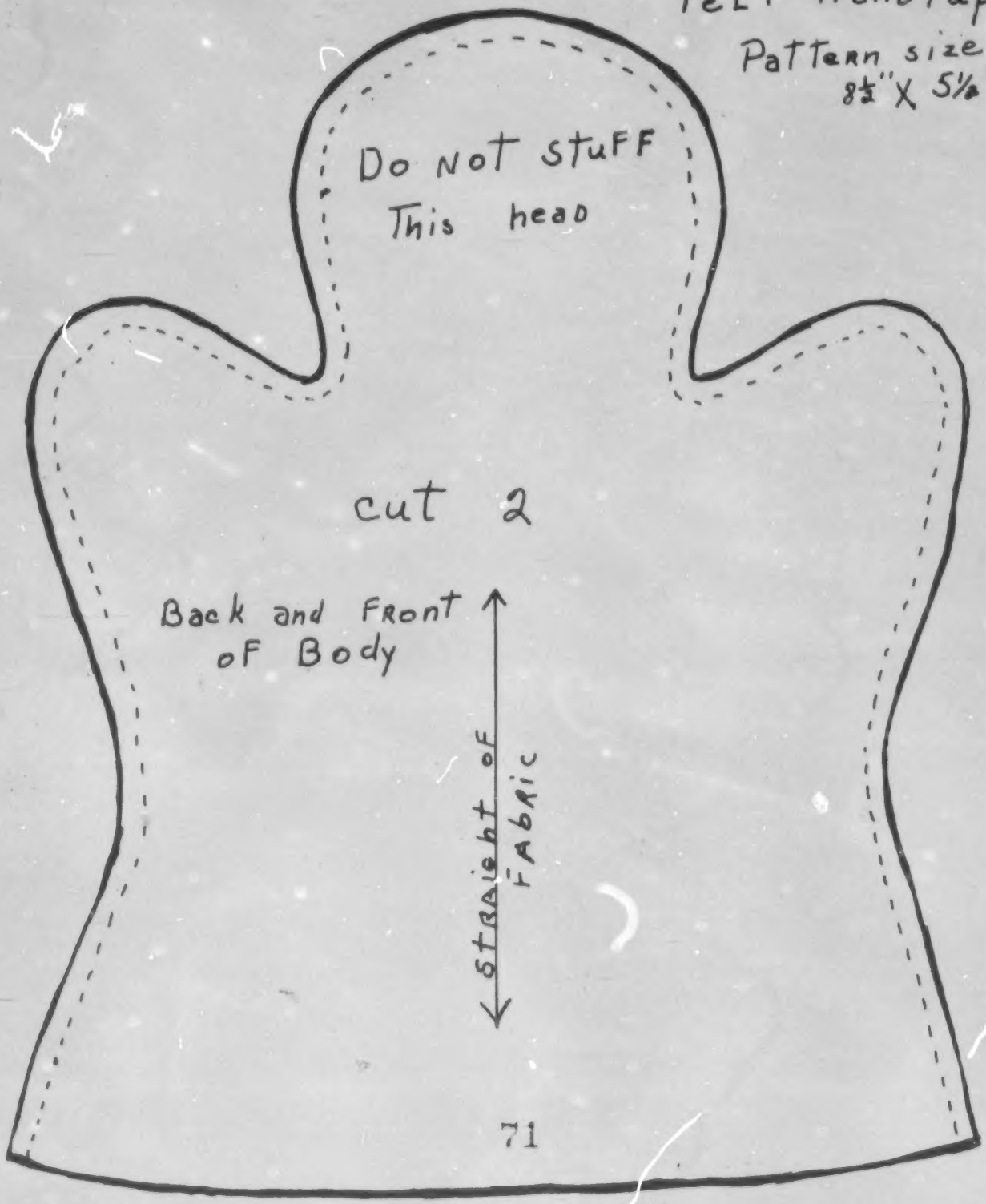
Use standard puppet body for all characters.

Place boy's or dog's face on standard body.

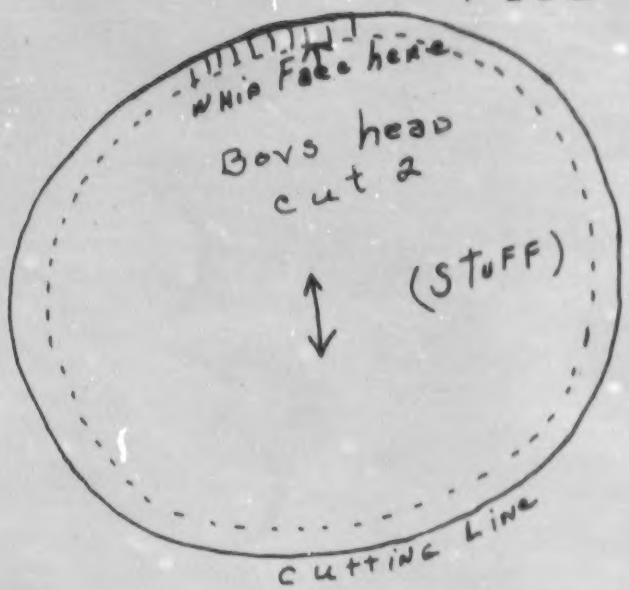
Sew back and front together with top stitching, 3/16" from cut edge. Sew two head pieces together, leaving small area open for stuffing.

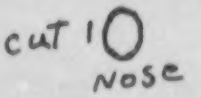
Glue face and ears in place. Attach to puppet body by sewing at top of head, with overcase stitch, closing up stuffing opening while attaching movable head to body. Glue hair in place. Embroider smile lines and eye brows.

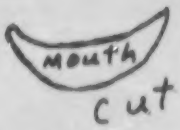
Standard
Felt Hand Puppet
Pattern size
8½" X 5⅛"



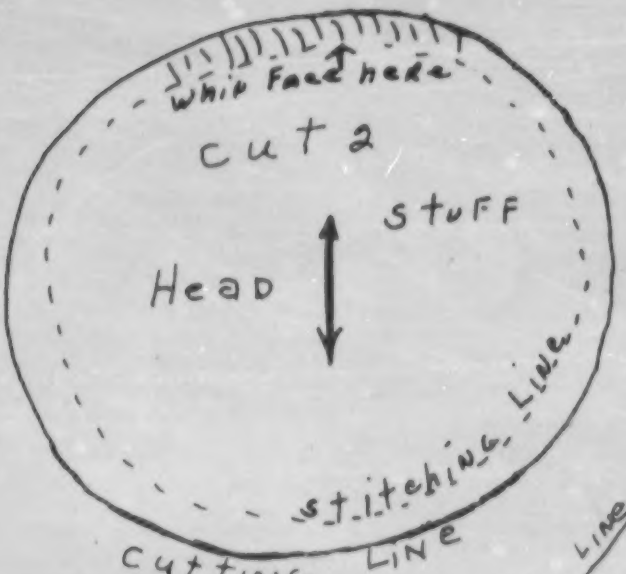
Boy Puppet
Face - 1

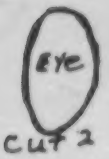




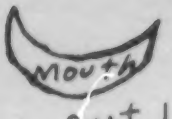


Finished Face





cut 2



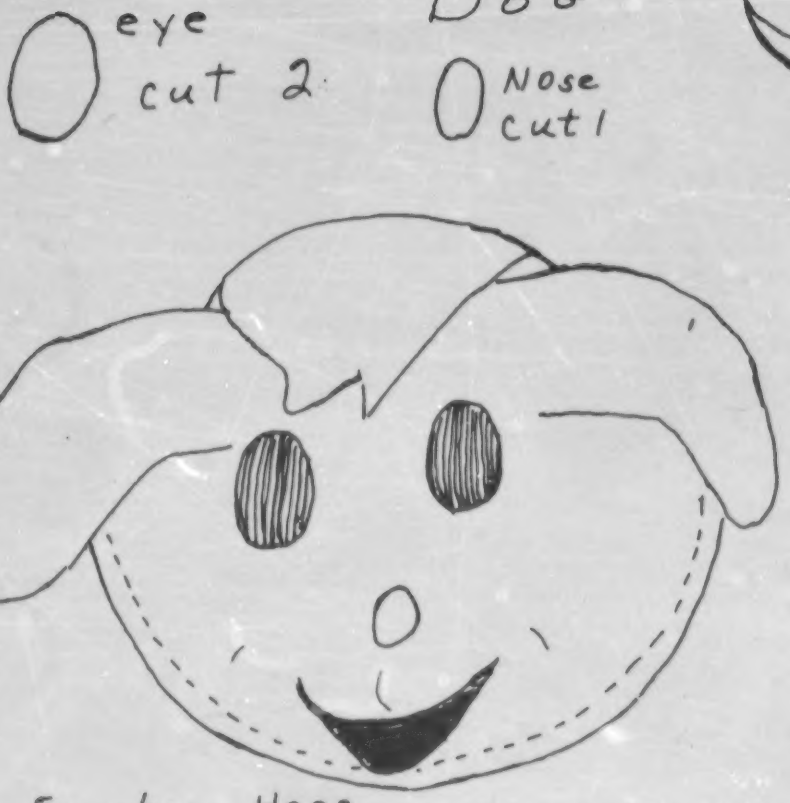
cut 1

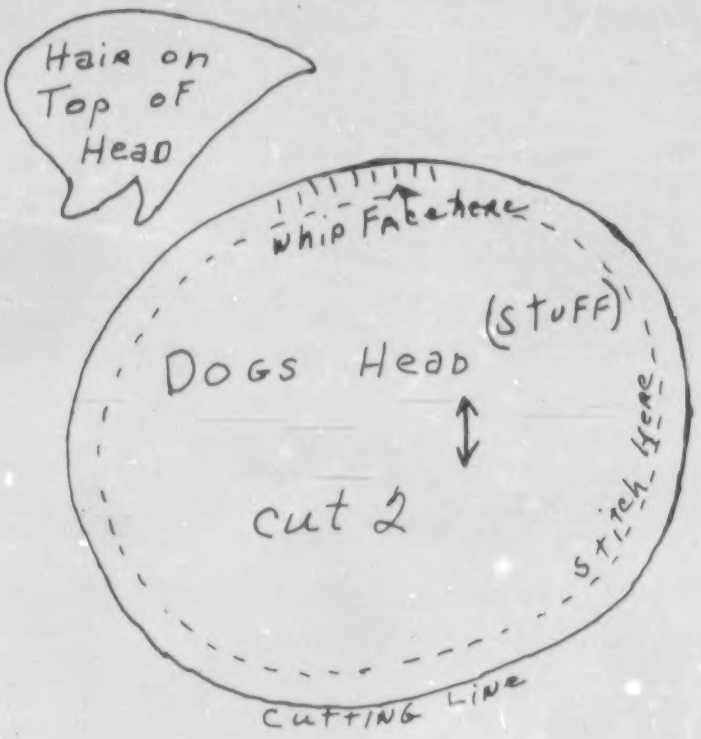
cut 1

FINISHED HEAD

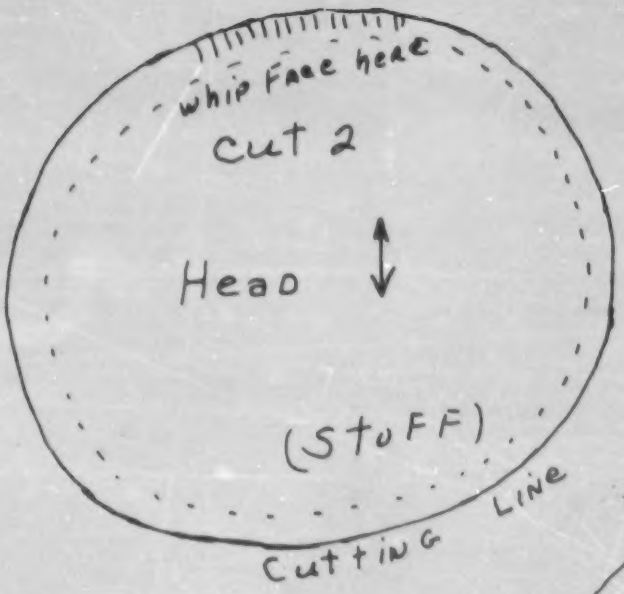
Boy Puppet

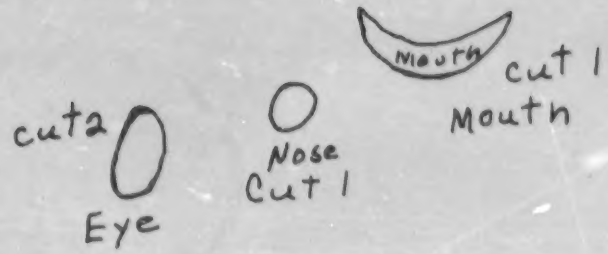
Face-2


eye
cut 2
DOG
Nose
cut 1
Mouth
cut 1
CUTTING LINE
Ear
cutting Line
Ear
FINISHED HEAD


Hair on
Top of
Head
WHIP FACE HERE
(STUFF)
DOGS HEAD
cut 2
STITCH HERE
CUTTING LINE

Mother


whip Face here
Cut 2
Head
(StuFF)
Cutting Line


Mouth
cut 1
Mouth
cut2
Eye
Nose
Cut 1

Hair
cut 1

Finished head

BOY PUPPET

MATERIALS NEEDED:

2 glue on eyes
3 small shirt buttons
6 rivets
Colored thread for embroidered eye lashes, nose, and mouth
Yarn for hair
Cotton or dacron stuffing for head
Plaid for shirt
Denim for pants
Light or dark fabric for face and hands.

(Same pattern for Negro or Caucasion boy)

INSTRUCTIONS:

Sew head, back and front together, making very small seams, (1/4" thick). Slash at curving points to allow for smooth outside finish, being careful not to cut through seam.

Place eyes, embroider face. Do not sew hair until after stuffing.

Sew fly on front of pants. Stitch center of fly to line up with center of pants. Sew almost to bottom of fly, but leave room at bottom of fly to turn under. Top stitch around edge and patch pockets.

Sew back pockets on and top stitch denim-look.

Sew shirt pocket on front of shirt and top stitch. Top stitch back shoulder to look like a yoke.

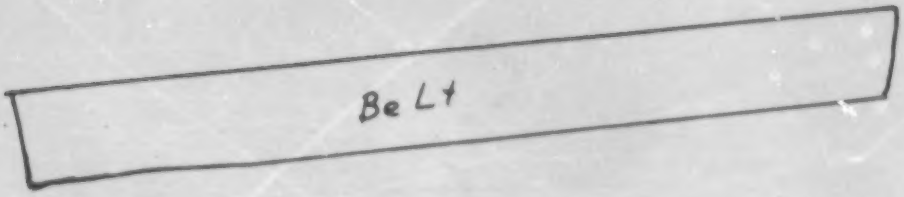
Sew hand on back and front of shirt. Sew shoulder seam together and top stitch on shirt side. Top stitch on center front to look like shirt opening by buttons.

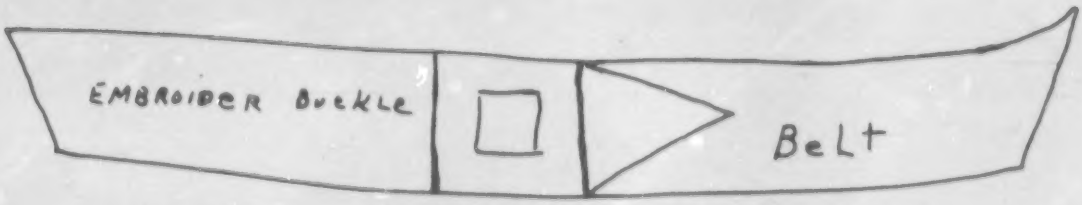
Sew front shirt and front pants together. Sew back shirt and back pants together. Sew side seams together. Turn up 1/4" hem at bottom.

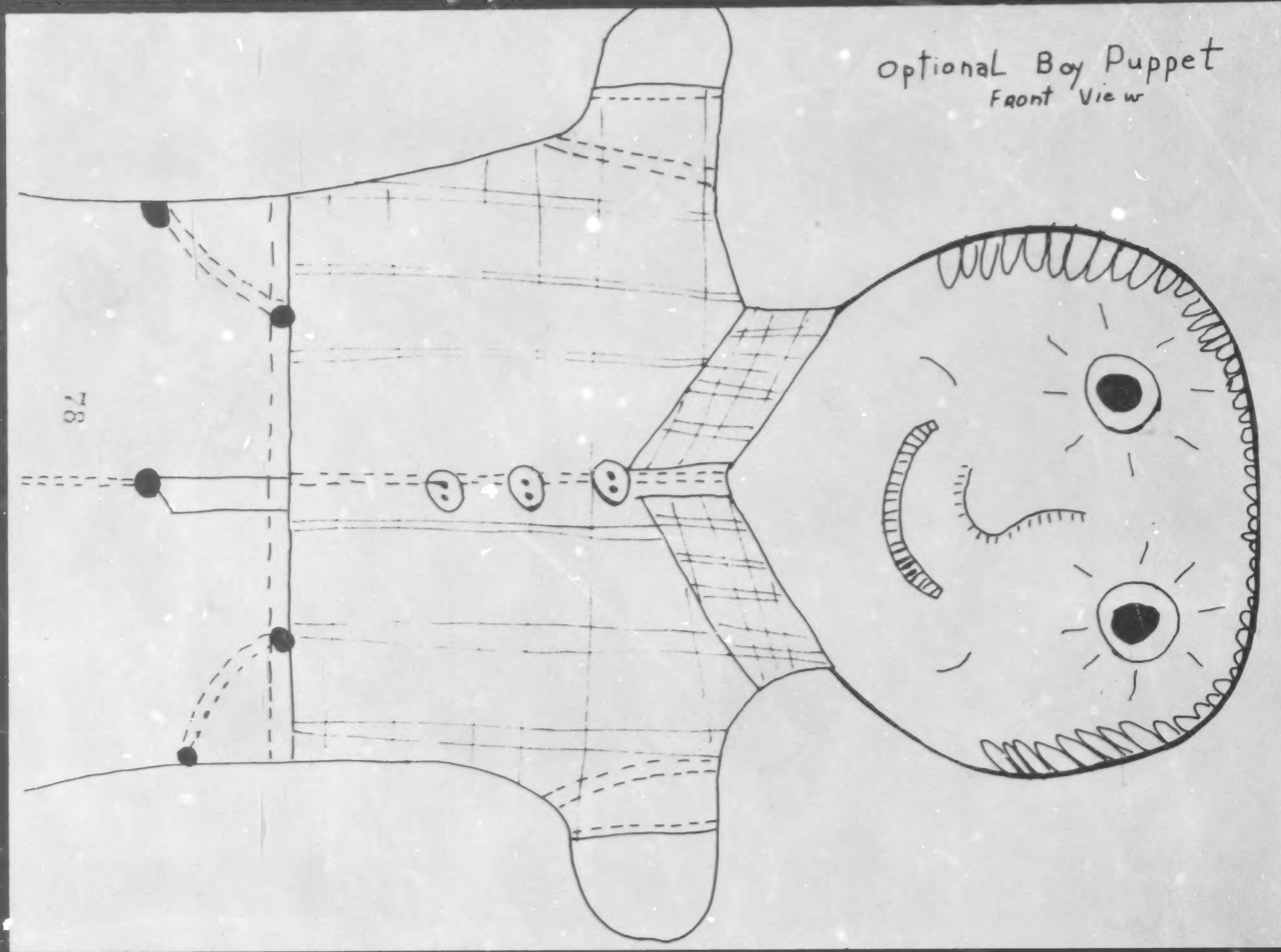
Put rivets in place.

Stuff head, place on body, pin in place and hand whip with small stitches.

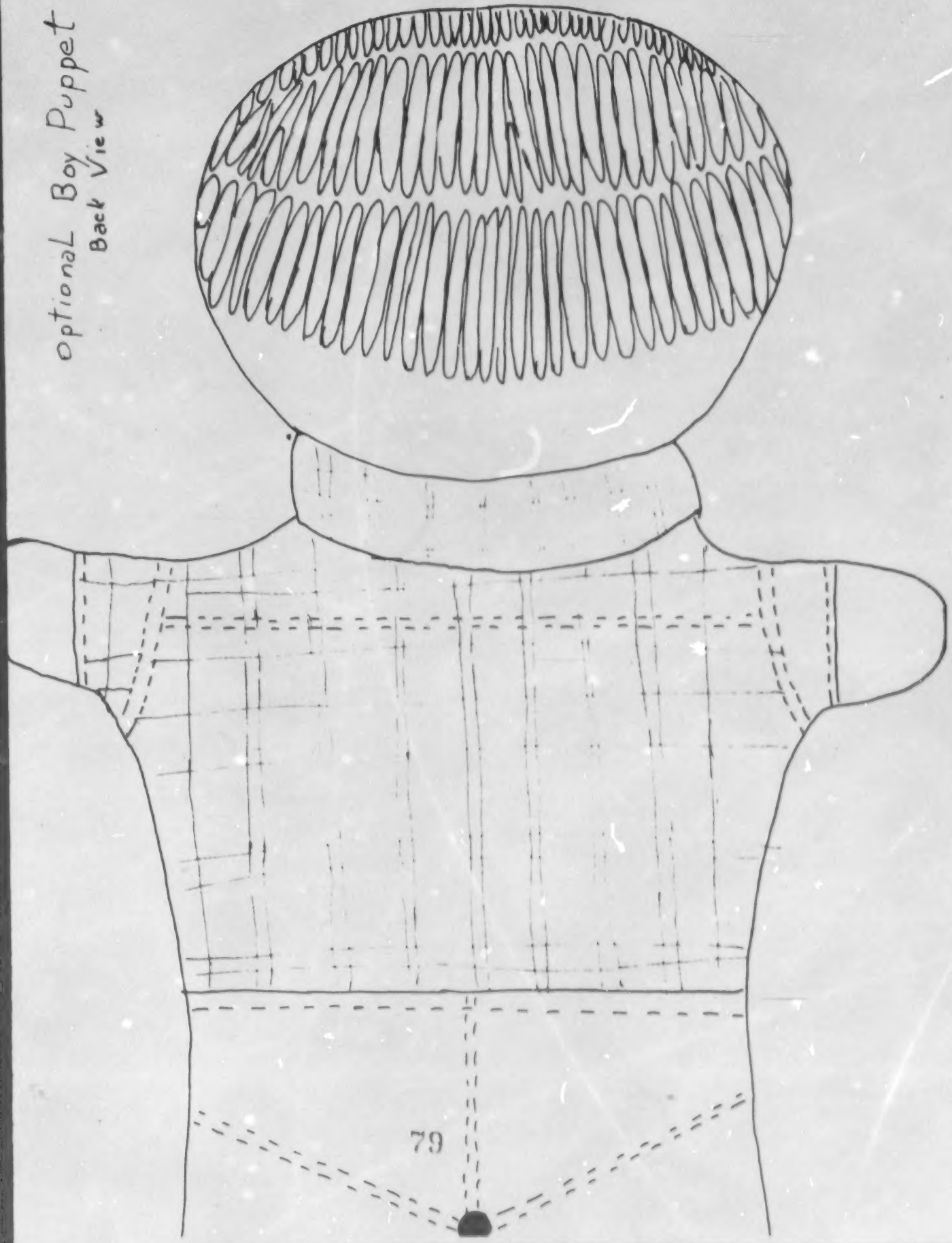
Pattern Parts For Boys clothing (optional)

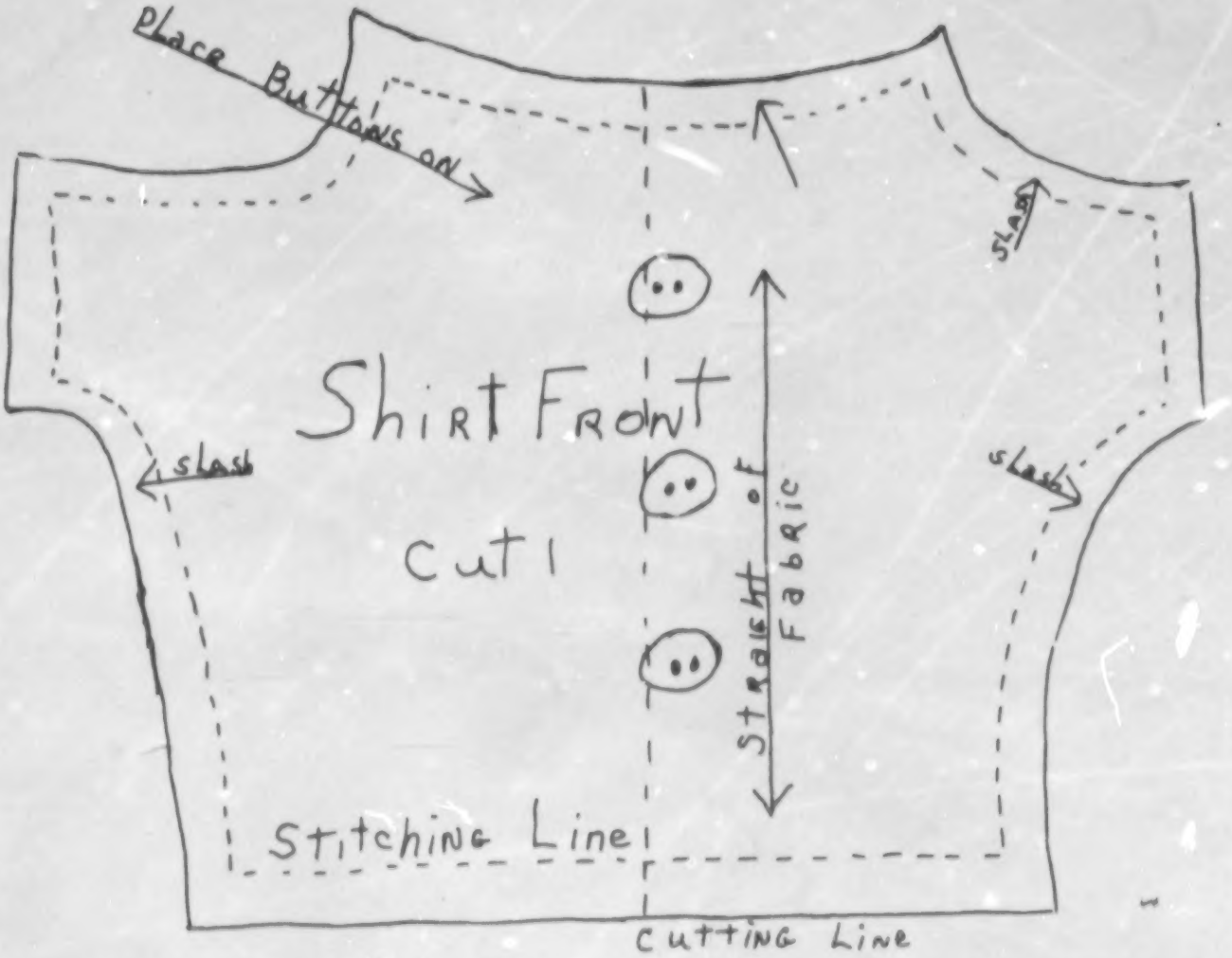




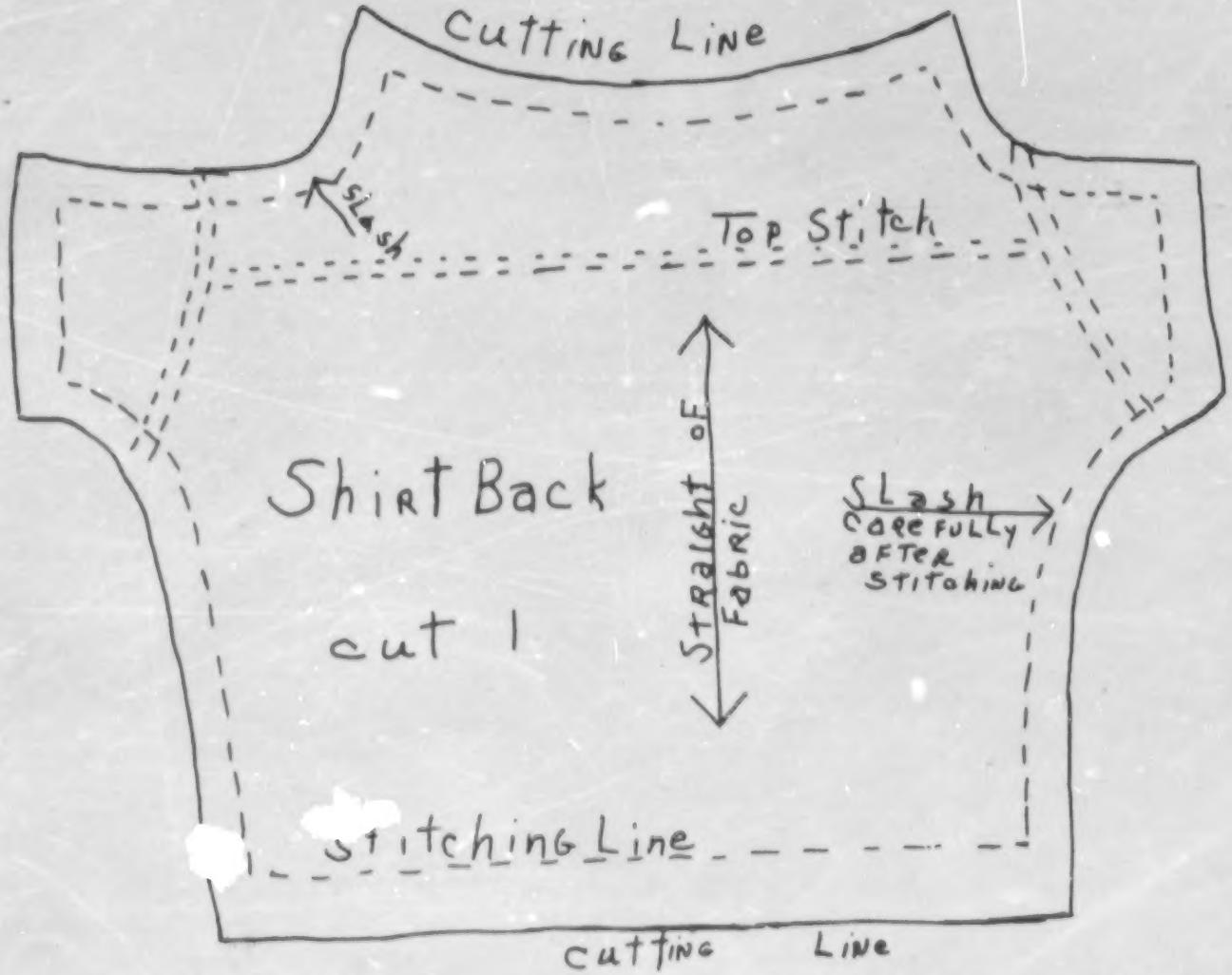

Optional Boy Puppet
Front View

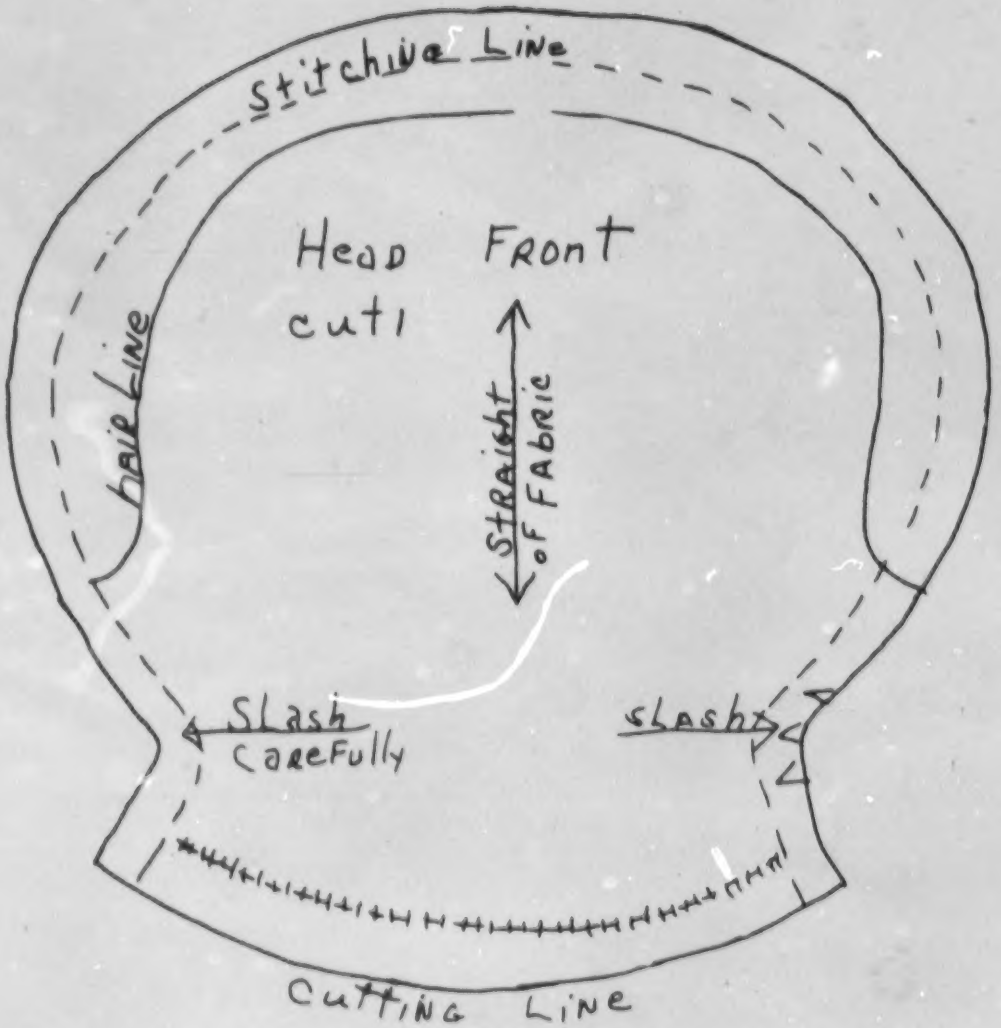
optional Boy Puppet
Back View

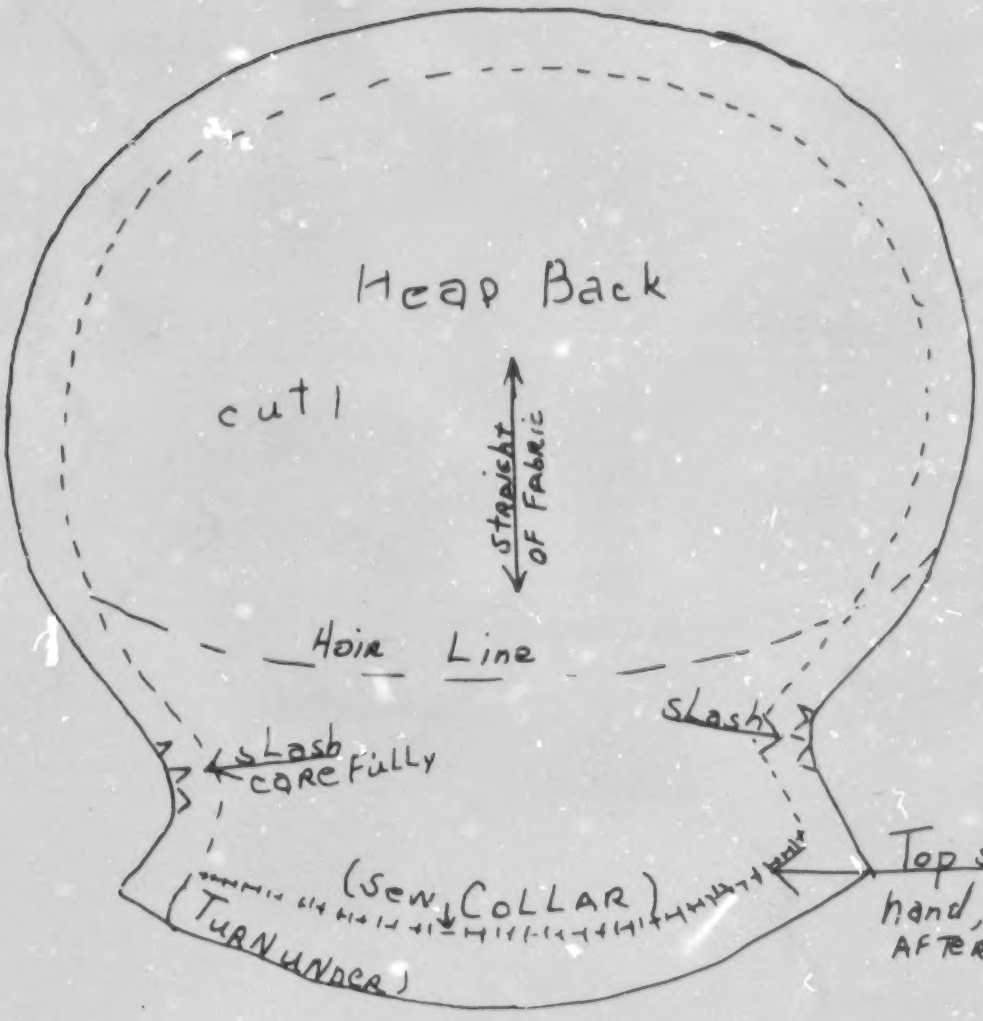


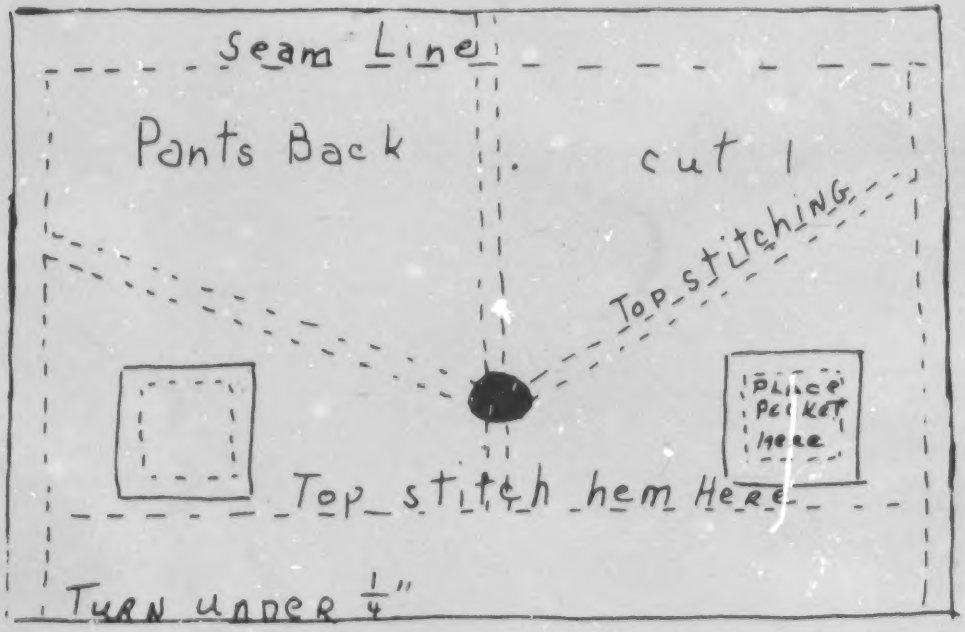


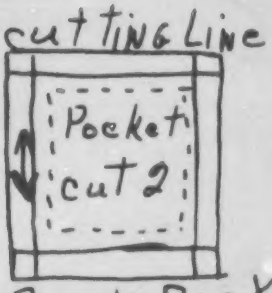
Boy's shirt Front


Cutting Line
Slash
Top Stitch
Shirt Back
cut 1
Straight of Fabric
Slash carefully after stitching
Stitching Line
cutting Line


Stitching Line
Head cut
Front
Straight of FABRIC
hair Line
Slash carefully
slash
Cutting Line

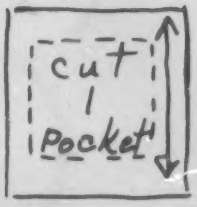

Head Back
cut 1
straight of fabric
Hair Line
slash
slash carefully
(sew collar)
(turn under)
Top stitch by hand, to body, after eyes, Embroidery and stuffing is finished


Seam Line
Pants Back
cut 1
Top stitching
place pocket here
Top stitch hem Here
Turn under 1/4"

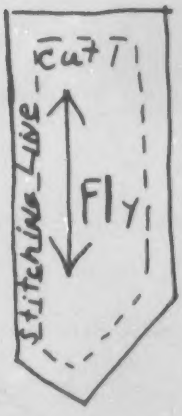


Back Pockets

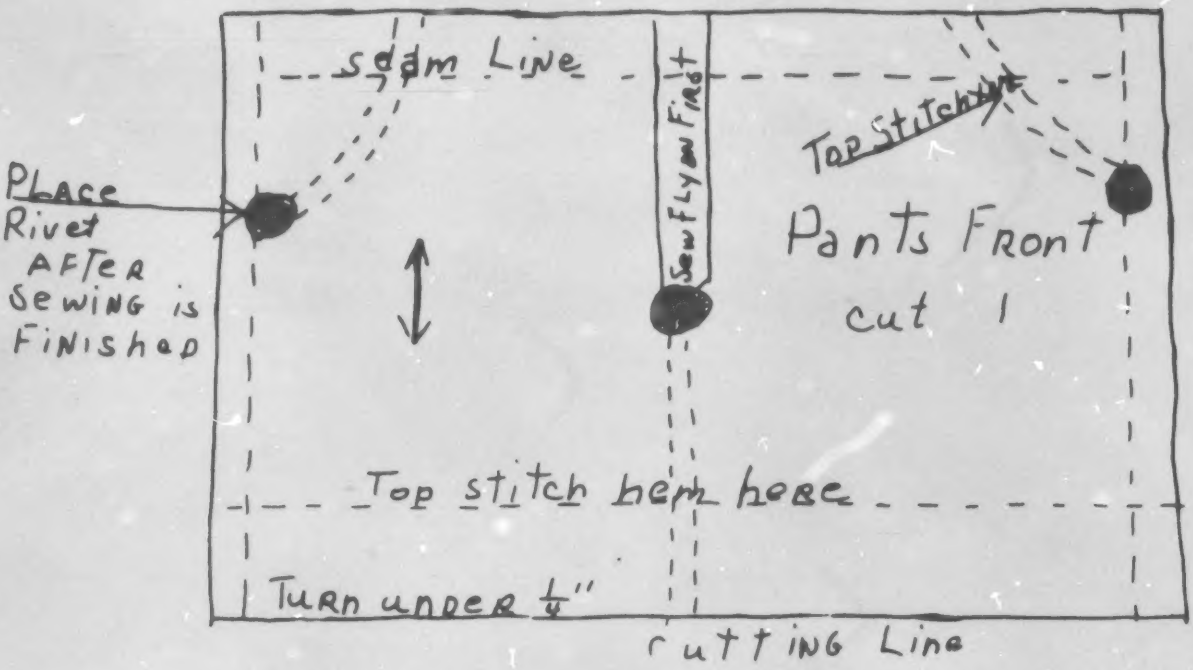
(2 For each hand)

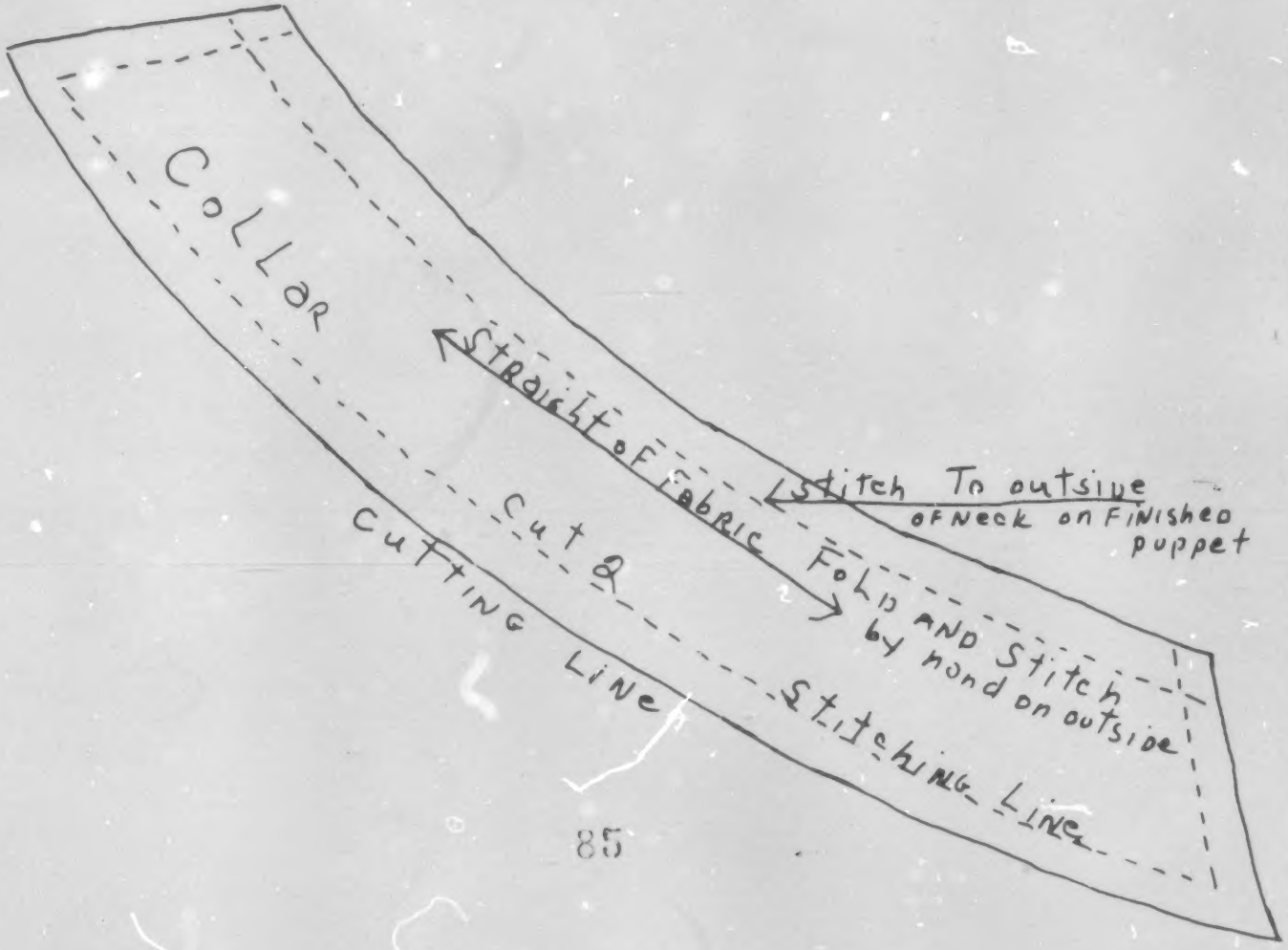


Shirt Pocket
cut 1



Sew Fly
on pants
Front before
sewing Shirt
AND pants
Together
cut 1


Seam Line
Sew Flyon First
Top Stitching
PLACE Rivet AFTER SEWING is FINISHED
Pants Front
cut 1
Top stitch hem here
Turn under 1/4"
cutting Line


Collar
Straight of Fabric
Stitch To outside of Neck on FINISHED puppet
Fold AND Stitch by hand on outside
Cut 2
Cutting Line
Stitching Line

OPTIONAL DOG PUPPET

MATERIALS NEEDED:

Vinyl 3/4" wide by 14" long

2 Brads

1 ring tab (from canned soda) for buckle on collar

2 glue on eyes

Red felt for tongue

Black felt for tip of nose, roof of mouth and inside ears

14" of fake fur or fuzzy fabric

INSTRUCTIONS:

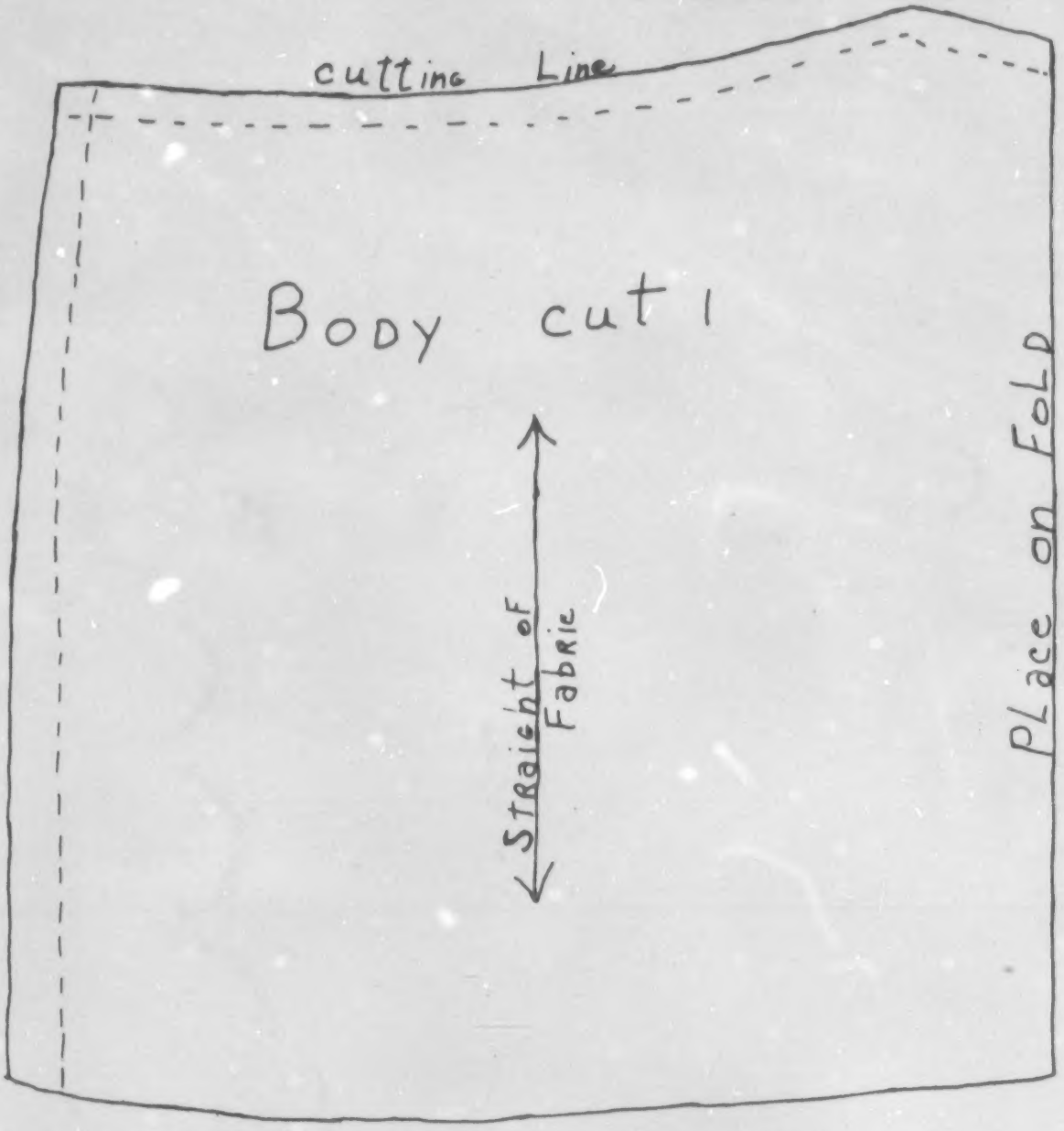
Sew parts of nose and mouth together. Sew ears in place on head. Sew nose and mouth to body.

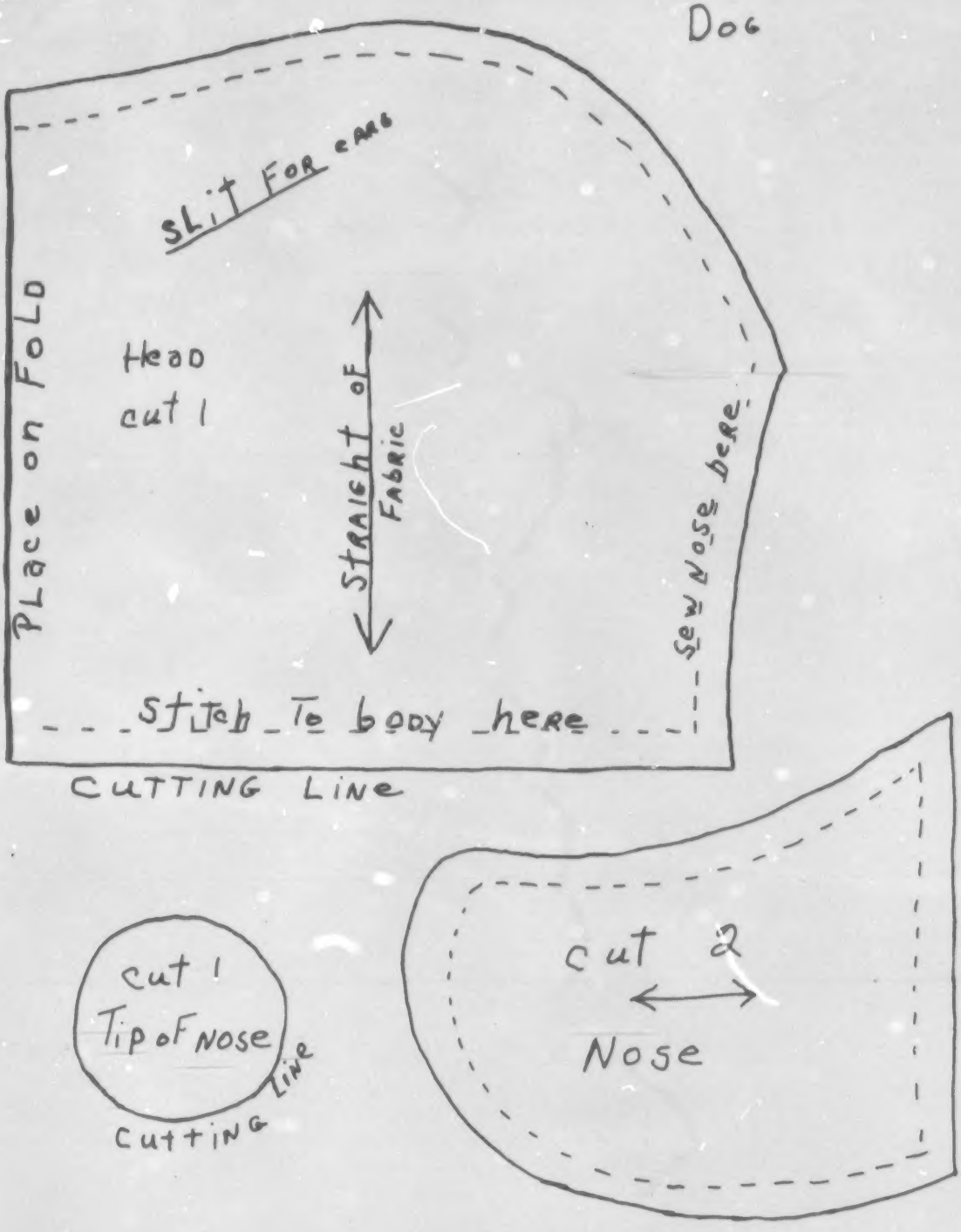
Collar: cut strip of vinyl 3/4" x 14" for collar. Break sharp tab off a ring tab from a soft drink can. Fold vinyl strip over each side. Secure with a brad on each side to resemble a buckle. Now secure collar in place around neck of dog.

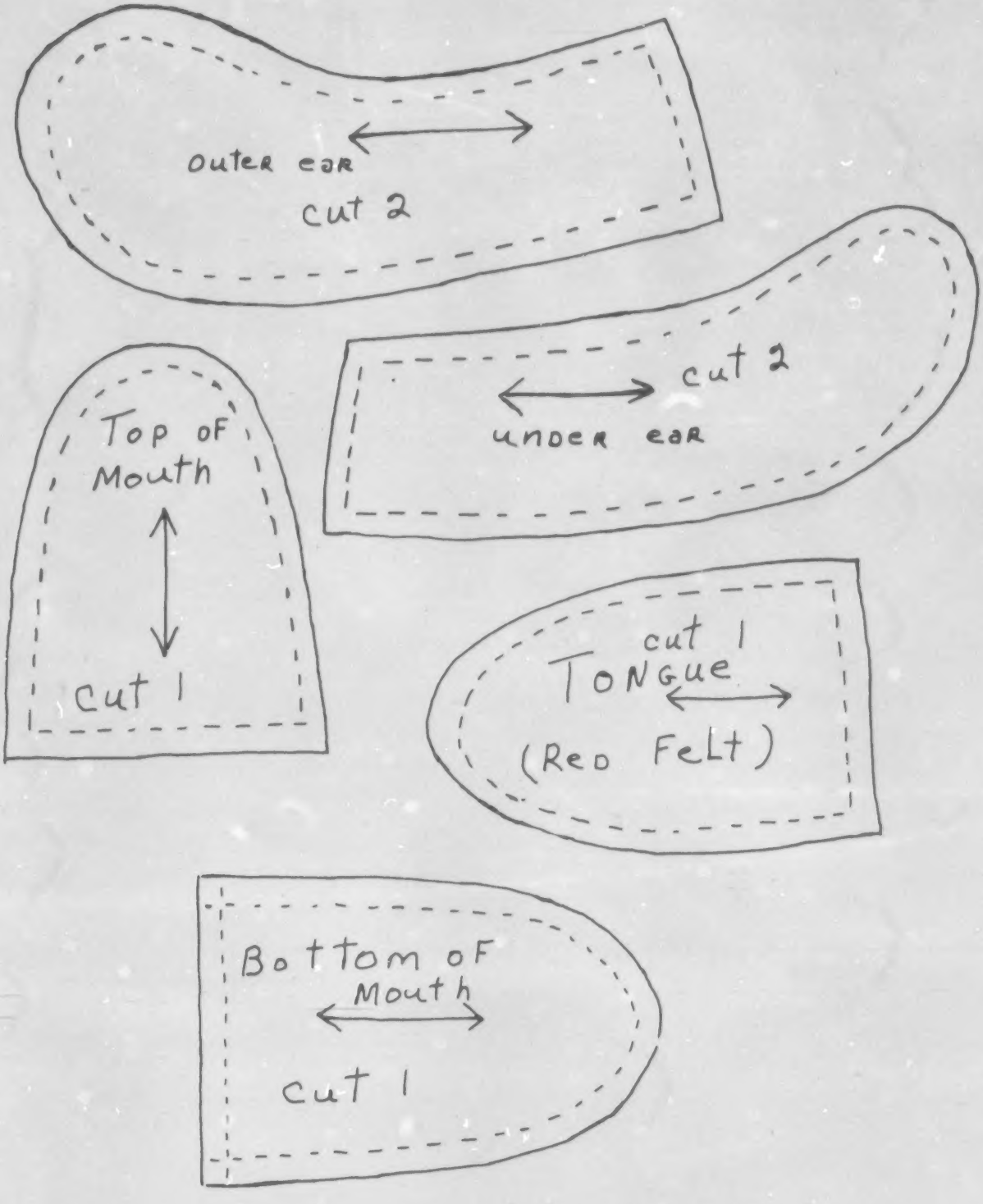
Glue eyes in place.

optional Dog Puppet

Dog




Dog
SLIT FOR EARS
PLACE on FOLD
Head
cut 1
STRAIGHT OF FABRIC
SEW NOSE HERE
Stitch To body here
CUTTING LINE
cut 1
Tip of Nose
CUTTING LINE
cut 2
Nose


outer ear
cut 2
cut 2
under ear
Top of Mouth
cut 1
cut 1
Tongue
(Red Felt)
Bottom of Mouth
cut 1

APPENDIX III

MATERIALS LIST BY GRADE
(Schedule A)
Level K

PROJECT PRODUCED MATERIALS		COMMERCIAL		
1.	Clean and dirty paper puppets patterns	1.	A.B. Le Crone Company Rhythm Record Company 819 N. W. 92 Street Oklahoma City, Oklahoma 73114	$ 5.95
2.	2 paper tooth puppets	2.	* Record "Swinging On A Star"	1.00
3.	2 transparency masters of Patrick	3.	Kindle (Scholastic) All Kinds of Feelings - Filmstrip Cassette	19.00
4.	Hand stomach puppet- pattern	4.	"Smiles Don't Just Happen" (Scholastic) Filmstrip/Cassette	19.00
5.	Evaluation sheet	5.	Big Brother, Robert Kraus, Parent's Magazine Press 52 Vanderbilt Avenue. New York, New York	4.59
6.	Hand Puppet - Gray Rabbit	6.	"Will You Be My Friend?" (Scholastic) Filmstrip/ Cassette	19.00
7.	Paper Rabbit	7.	"Sticks 'N Stones" (Scholastic) Filmstrip/ Cassette	19.00
8.	Bird Pie transparency master	8.	* Reflections - Record Vicki Carr	1.00
9.	Evaluation sheet		TOTAL	$88.54
10.	"Red Ball" transparency			

*These records are difficult to obtain and are not necessary in order to complete the lessons involved.

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide	"Everything is Beautiful" Record	$ 1.00
Ernie, Skippy, Eddie Puppet Patterns	Book If I Were, Barbara Shook Hazen. Western Publishing Co.	5.54
Tape of Skippy and Ernie Dialogue	The Ugly Duckling. Scholastic Version.	.95
Flower Pattern	The Hating Book, Charlotte Zolotow · Scholastic Books	.95
	*But It Isn't Yours · Part I Guidance Associates Filmstrip/ Cassette	26.00
	**BFA Study Print 220004 My Class: "Teachers Away"	25.50
	BFA Study Print 221007 My School: "Borrowing Without Asking"	
	*"The Trouble With Truth" · Part I, Guidance Associates Filmstrip/Cassette	26.00
	*"That's No Fair" · Part I Guidance Associates Filmstrip/ Cassette	26.00
	BFA Study Print 221008 My School: "Littering"	
	BFA Study Print 220001 My Class: "School Book"	
	(See Level II) TOTAL	$110.94

*This package contains Part I & II. Part II is used in Level II. Package must be purchases as a unit.

**Note: The BFA Study Prints used in Level I, II, and III (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package". $25.50. This set cannot be broken.

LEVEL II

PROJECT PRODUCED MATERIALS		COMMERCIAL	
In Guide		Book, I Write It, Ruth Krauss Harper and Row $2.57, 1970	$ 2.50
Transparency - Boy and girl daydreaming		Book, The Turtle and His Friends, Thomas and Patricia Gnagey, 1970 Facilitation House, Ottawa, Ill.	2.00
Transparency - Three Faces			
Transparency - Sharing Toys		*"But It Isn't Yours" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
		BFA Study Print 20008, My Class: "Last One Chosen"	
		*"That's No Fair" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
		BFA Study Print 220003 My Class: "Cheating On a Test"	
		BFA Study Print 221004 My School "Fight!"	
		BFA Study Print 221002 My School "Wall"	
		*The Trouble With Truth - Part II Guidance Associates Filmstrip/ Cassette ($24.50)	
		BFA Study Print 221001 My School "Crossing Guard"	
		BFA Study Print 220007 My Class "New Student"	
		(See Level I) Total	$ 4.50
		*This Package contains Parts I & II. Part I is used in Level I. Package must be purchased as a unit.	

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide Value Activity Sheet - "No One Else" - Student Handout "What Person In This Group" Student Handout	"Guess Who's In A Group" Guidance Associates Filmstrip/ Cassette	$26.00
	BFA Study Prints - People I Don't Know: "Discrimination (2) 219004, 219005	
	BFA Study Print 218004 "Cheating" - My Friends	
	BFA Study Print 218005 "Four Eyes" - My Friends	
	BFA Study Print 216008 My Home: "Thirsty Dog"	
	"You Promised" Guidance Associates Filmstrip/Cassette	26.00
	BFA Study Print 216001 My Home: "Locked House"	
	BFA Study Print 219007 People I Don't Know: "Lost Child"	
	"Hey Dad, What Are You Doing?" and "I Double Dare You To" filmstrip/cassette. Photographic Laboratories, 1926 West Gray, Houston, Texas 77019	15.00
	TOTAL	$67.00

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide		
Handouts:		
Girl Scout Law Response to Pledge Law of the Camp Fire Girls Blue Bird Wish Oaths of Office Flag Pledges Hidden Word Puzzle (Rick and Lady) "I Am Glad" "Happiness" "Best Friend" Matching Quiz - Book, T.V. Monies Hidden Word Puzzle - "Communicating" "Things for Which Others Might Dislike Me" Song - "I Am Proud" Career Examples Career Riddles Weekly Budget Hidden Word Puzzle - Savings Account "Beat the Clock" Song - "A Timely Rhyme" "Individual Evaluation" Poem - "Song of Greatness" "Follow the Leader Questions"	*Filmstrip/Cassette "No Place Like Home" (Westinghouse Series: Our Values)	$15.50
	*Filmstrip/Cassette "The Broken Sleds" (Westinghouse Series: Our Values)	15.50
	Filmstrip/Cassette "Pam Puts It Off", Eyegate House	12.95
	Filmstrip/Cassette "Reflections" Photographic Lab, 1926 West Gray, Houston, Texas 77019	20.00
	*Filmstrip/Cassette or Record, "My Best Friend" (Holt, Rinehart and Winston Series: Values in Action)	13.00
	TOTAL	$76.95
Transparencies:		
Transparencies of famous people total 8		
"Play Ball" Lesson - Transparencies - Total 4		
Cassettes		
Cassettes of stories Cassettes of songs (Optional)		

*These filmstrips are part of a package and the publisher may be reluctant to break the set.

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide	"Max" and "Max Is Not Alone" Filmstrip/Tape, Photographic Laboratories, 1962 West Gray, Houston, Texas 77019	$ 15.00
Transparencies		
A 1		
A 2		
A 3		
C 1	TOTAL	$ 15.00
Handouts		
Janet's Diary		
"What's Wrong with Jeb Miller?"		
"Kelly's Addition"		
"Mr. James Miller Speaks"		
"Why Kelly's Addition should Be Rezoned"		

VENDOR LIST

(SCHEDULE B)

FILMSTRIPS/CASSETTES

SCHOLASTIC KINDLE FILMSTRIPS
904 Sylvan Avenue
Englewood Cliff, New Jersey 07622 (also available in Spanish at a slightly higher price)

"All Kinds of Feelings" (Level K)	$ 19.00
"Smiles Don't Just Happen" (Level K)	19.00
"Will You Be My Friend?" (Level K)	19.00
"Sticks 'N Stones" (Level K)	19.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"But It Isn't Yours" (Levels 1 and 2)	26.00
"That's No Fair" (Levels 1 and 2)	26.00
"Guess Who's In a Group" (Level 3)	26.00
"You Promised" (Level 3)	26.00
Developing Values (Parts I & II) (Level 8)	41.50
"Shaping Identity (Parts I & II) (Level 8)	41.50

AUDIO VISUAL SERVICES, INC. (WESTINGHOUSE LEARNING CORP.)
2310 Austin Street
Houston, Texas 77004
Richard Hunter, Sales Representative (223-4591)

"No Place Like Home" (Level 4)	15.50
"The Broken Sleds"	15.50
Our Values Series - "Equality: Does Equal = Same?" (Level 6)	16.50
"Life on the Rocks" (3 Filmstrips) (Level 8)	59.00

EYEGATE
7911 Lichen Lane
Spring, Texas 77373
Frank W. Cox, Sales Representative (376-1739)

"Pam Puts It Off" (Level 4)

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Bob Drake, Sales Representative (529-5846)

"Hey Dad, What Are You Doing" and "I Double Dare You To" (Level 3)	$ 15.00
"Reflections" (Level 4)	20.00
"Max" and "Max Is Not Alone" (Level 5)	15.00
"Basketball Game" (Level 6)	15.00
"Wanting A Bicycle" (Level 7)	15.00
"Advertising"	15.00

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403
Mr. Jack Dickerson, Sales Representative

"My Best Friend" (Level 4)	13.00
"Terry Takes A Ride" (Level 6)	15.00
"Its All Your Fault" (Level 6)	15.00

STUDY PRINTS

BFA EDUCATIONAL MEDIA
2211 Michigan Avenue
Santa Monica, California 90404 * 25.50

"Teachers Away" (Level 1)
"Borrowing Without Asking (Level 1)
"Littering" (Level 1)
"School Book" (Level 1)
"Last One Chosen" (Level 2)
"Cheating on a Test" (Level 2)
"Fight!" (Level 2)
"Wall" (Level 2)
"Crossing Guard" (Level 2)
"New Student" (Level 2)
"Discrimination" (2) (Level 3)
"Cheating" (Level 3)
"My Friends" (Level 3)
"Thirsty Dog" (Level 3)
"Locked House" (Level 3)
"Lost Child" (Level 3)

* The BFA Study Prints used in Levels 1, 2, and 3 (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package." This set cannot be broken.

VENDOR LIST

(SCHEDULE B)

FILMSTRIPS/CASSETTES

SCHOLASTIC KINDLE FILMSTRIPS
904 Sylvan Avenue
Englewood Cliff, New Jersey 07622 (also available in Spanish at a slightly higher price)

"All Kinds of Feelings" (Level K)	$ 19.00
"Smiles Don't Just Happen" (Level K)	19.00
"Will You Be My Friend?" (Level K)	19.00
"Sticks 'N Stones" (Level K)	19.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"But It Isn't Yours" (Levels 1 and 2)	26.00
"That's No Fair" (Levels 1 and 2)	26.00
"Guess Who's In a Group" (Level 3)	26.00
"You Promised" (Level 3)	26.00
Developing Values (Parts I & II) (Level 8)	41.50
"Shaping Identity (Parts I & II) (Level 8)	41.50

AUDIO VISUAL SERVICES, INC. (WESTINGHOUSE LEARNING CORP.)
2310 Austin Street
Houston, Texas 77004
Richard Hunter, Sales Representative (223-4591)

"No Place Like Home" (Level 4)	15.50
"The Broken Sleds"	15.50
Our Values Series - "Equality: Does Equal = Same?" (Level 6)	16.50
"Life on the Rocks" (3 Filmstrips) (Level 8)	59.00

EYEGATE
7911 Lichen Lane
Spring, Texas 77373
Frank W. Cox, Sales Representative (376-1739)

"Pam Puts It Off" (Level 4)

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Bob Drake, Sales Representative (529-5846)

"Hey Dad, What Are You Doing" and "I Double Dare You To" (Level 3)	$ 15.00
"Reflections" (Level 4)	20.00
"Max" and "Max Is Not Alone" (Level 5)	15.00
"Basketball Game" (Level 6)	15.00
"Wanting A Bicycle" (Level 7)	15.00
"Advertising"	15.00

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403
Mr. Jack Dickerson, Sales Representative

"My Best Friend" (Level 4)	13.00
"Terry Takes A Ride" (Level 6)	15.00
"Its All Your Fault" (Level 6)	15.00

STUDY PRINTS

BFA EDUCATIONAL MEDIA
2211 Michigan Avenue
Santa Monica, California 90404 * 25.50

"Teachers Away" (Level 1)
"Borrowing Without Asking (Level 1)
"Littering" (Level 1)
"School Book" (Level 1)
"Last One Chosen" (Level 2)
"Cheating on a Test" (Level 2)
"Fight!" (Level 2)
"Wall" (Level 2)
"Crossing Guard" (Level 2)
"New Student" (Level 2)
"Discrimination" (2) (Level 3)
"Cheating" (Level 3)
"My Friends" (Level 3)
"Thirsty Dog" (Level 3)
"Locked House" (Level 3)
"Lost Child" (Level 3)

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BOOKS

PARENT'S MAGAZINE PRESS
52 Vanderbilt Avenue
New York, New York

Big Brother (Level K)	$ 4.59

WESTERN PUBLISHING COMPANY
6200 Richmond Avenue
Houston, Texas
Walter Escue, Sales Representative (686-7834)

If I Were (Level 1)	5.54

SCHOLASTIC MAGAZINES AND BOOK SERVICES
50 West 44th Street
New York, New York 10036
Mrs. Joyce Martin, Local Sales Representative (497-5650)

The Ugly Duckling (Level 1)	.95
The Hating Book (Level 1)	.95

HARPER AND ROW PUBLISHERS
49 East 33rd Street
New York, New York 10016

I Write It (Level 2)	2.50

FACILITATION HOUSE
P.O. Box 611
Ottawa, Illinois 61350

The Turtle and His Friends (Level 2)	2.00

RECORDS

A.B. LECRONE COMPANY
Rhythm Record Company
819 N.W. 92nd Street
Oklahoma City, Oklahoma 73114

Preschool Physical Fitness (Level K)	5.95

Local Record Stores

Swinging on a Star (Level K)	1.00
Reflections - Vicki Carr (Level K)	1.00
Everything is Beautiful - Ray Price (Level 1)	1.00

MATERIALS LIST - PATTERN OF HEALTHFUL LIVING

LEVEL 6

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403
Mr. Jack Dickerson, Sales Representative

Values In Action

"Terry Takes A Ride"	$ 15.00
"Its All Your Fault"	$ 15.00

AUDIO VISUAL SERVICES, INC. (Westinghouse)
2310 Austin Street
Houston, Texas 77004
Mr. Richard Hunter, Sales Representative

Our Values Series

"Equality: Does Equal = Same?"	$ 16.50

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Mr. Bob Drake, Sales Representative

"Basketball Game"	$ 15.00

LEVEL 7

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Mr. Bob Drake, Sales Representative

"Wanting A Bicycle"	$ 15.00
"Advertising"	$ 15.00

LEVEL 8

AUDIO VISUAL SERVICES, INC. (Westinghouse)
2310 Austin Street
Houston, Texas 77004
Mr. Richard Hunter, Sales Representative

"Life on the Rocks" (3 filmstrips)	$ 59.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"Developing Values (Parts I & II)	$ 41.50
"Shaping Identity (Parts I & II)	41.50

TOTAL $234.00